Reimagining English Language Teaching through Artificial Intelligence: A Comparative Study between Vietnam and the Russian Federation

Abstract. *This study explores how artificial intelligence (AI) is reshaping English language teaching (ELT) in Vietnam and the Russian Federation, focusing on policy frameworks, pedagogical applications, and institutional practices. Through a comparative qualitative analysis of national strategies, university-level implementations, and stakeholder perceptions, the paper investigates the extent to which AI integration aligns with broader educational reforms and digital transformation agendas. Drawing on recent policy documents, government resolutions (e.g., Vietnam's Decision No. 131/QĐ-TTg, Russia's Digital Economy Program), and empirical data from selected universities in both countries, the research highlights both convergences and divergences in approach. While both nations recognize AI as a catalyst for innovation, their trajectories differ in terms of infrastructure readiness, teacher preparedness, and localization of technologies. Key challenges include unequal access, insufficient training, and ethical concerns, yet the potential for cross-border collaboration and shared innovation is promising. The study proposes a future-oriented, competency-based framework for AI-driven ELT and calls for more inclusive, context-sensitive strategies that bridge the digital divide. This paper contributes to the growing body of literature on AI in education by offering region-specific insights and practical implications for policymakers, educators, and institutional leaders in under-resourced contexts.*

Keywords: *Artificial Intelligence in Education, English Language Teaching (ELT), Comparative Education, Digital Transformation, Vietnam–Russia Educational Policy*

1. Introduction

Integrating Artificial Intelligence (AI) into education is increasingly reshaping the landscape of language teaching and learning across the globe. In the context of English Language Teaching (ELT), AI has emerged as a technological tool and a transformative force, reimagining pedagogical approaches, redefining teacher-learner roles, and enhancing the personalization of instruction. This transformation is particularly significant in emerging economies such as Vietnam and the Russian Federation, where systemic efforts are underway to modernize educational systems in alignment with global trends, digital transformation agendas, and national development strategies.

Vietnam, a rapidly developing Southeast Asian country, has placed the reform of foreign language education at the center of its human capital development policy. Since the launch of the National Foreign Language Project (NFLP) in 2008 and its subsequent updates, the Ministry of Education and Training (MOET) has emphasized competency-based English instruction, teacher capacity building, and the adoption of digital technologies to support foreign language learning (MOET, 2020). The promulgation of *Decision No. 131/QĐ-TTg (2021)* on Vietnam's National Artificial Intelligence Strategy to 2030 has further provided momentum for

ISSN :2394-2231 https://ijctjournal.org/

incorporating AI into educational practice, emphasizing ethical use, localized innovation, and equitable access across regions. Complementing this direction, the *2018 General Education Curriculum* introduces a competency-based framework that aligns well with adaptive and intelligent educational technologies.

In parallel, the Russian Federation has prioritized digital transformation as a cornerstone of national competitiveness. The *Digital Economy Program* (2017–2030) and the *National Strategy for Artificial Intelligence* (2020) articulate a vision in which AI is deeply embedded in various sectors, including education. Within this framework, the *Federal State Educational Standards (FSES)* have been revised to incorporate technology-enhanced learning and digital literacy as core components of teacher education and student outcomes (Ministry of Education of the Russian Federation, 2022). Projects such as *Sferum*, *SkyEng*, and other AI-powered learning platforms have been scaled across regions to deliver personalized English instruction, often in remote or under-resourced areas.

Despite these ambitious national strategies, the actual implementation of AI in ELT remains uneven and context-dependent. Vietnamese regional universities often face structural and resource constraints, including inadequate digital infrastructure and limited AI training for instructors (Nguyen & Hoang, 2023). Similarly, while Russia's centralized approach has allowed for broader reach, concerns persist regarding teacher autonomy, data privacy, and over-reliance on algorithmic feedback (Ivanova, 2022). Moreover, limited comparative research exists that critically examines how AI is reconfiguring English language teaching across distinct sociopolitical, pedagogical, and policy contexts such as those of Vietnam and Russia.

This study seeks to fill this gap by conducting a comparative analysis of how AI is being utilized to reimagine ELT practices in selected universities in Vietnam and the Russian Federation. It investigates the policy environments, institutional readiness, pedagogical innovations, and challenges experienced by educators in both contexts. The study also explores how AI technologies are perceived, adapted, and operationalized by teachers and learners across two systems shaped by different historical trajectories, language education traditions, and governance models.

By adopting a comparative approach, this research aims to generate insights into the convergences and divergences in AI-enhanced ELT across these two countries, identify emergent challenges, and propose policy and pedagogical recommendations for the responsible and equitable integration of AI in language education. In doing so, the study contributes to the

ISSN :2394-2231 https://ijctjournal.org/

broader academic and practical discourse on how emerging technologies can be harnessed not merely for automation but to catalyze meaningful educational transformation, particularly in linguistically and culturally diverse contexts.

2. Theoretical Framework and Literature Review

The increasing integration of Artificial Intelligence (AI) into English Language Teaching (ELT) invites the need for a robust theoretical and policy-based framework to analyze how AI technologies reshape instructional models across diverse contexts. This section outlines the conceptual underpinnings of AI-enhanced ELT, reviews the current body of comparative literature on Vietnam and the Russian Federation, and synthesizes key national policies shaping AI and language education in both countries.

2.1. Conceptual Framework: AI-Enhanced ELT and Digital Competence. The study draws upon two interrelated theoretical lenses: the *Technological Pedagogical Content Knowledge (TPACK) framework* (Mishra & Koehler, 2006) and the *AI Literacy in Education model* (Long & Magerko, 2020). The TPACK framework provides a basis for evaluating how AI tools intersect with pedagogical knowledge and content delivery, emphasizing the role of teacher readiness in integrating new technologies into ELT. Meanwhile, AI Literacy theory focuses on learners' and teachers' ability to understand, critically assess, and effectively use AI tools—an increasingly essential skill in the era of digital transformation.

Complementing these, the *European Digital Competence Framework for Educators (DigCompEdu)* and the *UNESCO framework on AI in education* serve as global standards for evaluating teacher digital capabilities, ethical AI usage, and learner autonomy. These models allow for cross-national comparisons and are relevant for both Vietnam and Russia, as each country seeks alignment with international digital education standards (UNESCO, 2021; Vuorikari et al., 2022).

2.2. National Policy Landscape: Vietnam and the Russian Federation. Artificial Intelligence (AI) adoption in English Language Teaching (ELT) is intricately aligned with broader national agendas on education reform, digital transformation, and language policy. Both Vietnam and the Russian Federation have articulated comprehensive strategies that highlight AI as a transformative force in educational innovation

In **Vietnam**, the *National Digital Transformation Program until 2025, with a vision to 2030* (Decision No. 749/QĐ-TTg, 2020) and the *National AI Strategy* (Decision No. 127/QĐ-

ISSN :2394-2231 https://ijctjournal.org/

TTg, 2021) define AI as a core engine for education and socio-economic development. The *National Foreign Language Project 2020–2030* (MOET, 2020) further promotes digital technologies to enhance English proficiency, especially among university students. These policies are aligned with the *2018 General Education Curriculum*, which highlights competency-based learning, critical thinking, and the integration of digital tools.

In the **Russian Federation**, the *Digital Economy National Program* (2017) and *National AI Strategy* (2019) set comprehensive objectives for AI integration in education and public services. The *Federal State Educational Standards (FSES)* and the *Education Digitalization Roadmap 2030* emphasize digital pedagogy, blended learning, and AI-powered tools for language learning. Notably, the Ministry of Education has supported large-scale AI-based platforms such as *SkyEng* and *Sferum*, providing personalized English instruction and performance analytics (Ivanova, 2022). The following table summarizes key national strategies in both countries:

Table 1. Comparative Overview of National AI and ELT Policies in Vietnam and Russia

Policy Area	Vietnam	Russian Federation
National AI Strategy	Decision 127/QĐ-TTg (2021) – Ethical and inclusive AI	National AI Strategy (2019) – AI leadership and integration
Digital Transformation in Education	Decision 749/QĐ-TTg (2020); MOET Circulars on EdTech	Digital Economy Program (2017); Education Digitalization 2030
ELT Reform	National Foreign Language Project 2020–2030; CEFR alignment	FSES; emphasis on EdTech & personalized learning
AI Tools in ELT	Moodle, Zalo AI, SpeakPal (pilot use)	SkyEng, Sferum, Uchi.ru AI modules

***Source**: Compiled from Vietnamese Prime Ministerial Decisions (2020, 2021), MOET (2020), Russian National AI Strategy (2019), and Digital Economy Program (2017).*

2.3. Review of Recent Literature (2018–2024). Studies on AI in ELT within both Vietnam and Russia have proliferated in recent years, though comparative research remains limited. Vietnamese scholars such as Le & Nguyen (2021), Pham (2023), and Tran & Hoang (2024) highlight the potential of AI chatbots, pronunciation apps, and adaptive feedback

ISSN :2394-2231 https://ijctjournal.org/

systems, especially in urban universities. However, they also note infrastructure gaps and limited teacher training in AI literacy.

In Russia, empirical studies by Pavlenko (2019), Ivanova (2022), and Petrova & Sidorov (2023) document the effectiveness of AI-powered platforms in vocabulary retention, grammar instruction, and learner motivation. Yet, concerns over algorithmic transparency and equity in access persist, especially in remote regions (Kovaleva & Morozov, 2023).

Table 2. Summary of Representative Studies on AI in ELT in Vietnam and Russia

Author(s) & Year	Country	Focus Area	Methodology	Key Findings
Le & Nguyen (2021)	Vietnam	Chatbot use in speaking practice	Mixed methods	Improved fluency but low rural accessibility
Pham (2023)	Vietnam	AI pronunciation feedback tools	Survey + Interviews	High student engagement, lacking teacher training
Ivanova (2022)	Russia	SkyEng platform usage	Case study	Increased vocabulary retention, learner satisfaction
Pavlenko (2019)	Russia	AI and grammar learning	Experimental design	Better performance than traditional methods

***Source**: Synthesized from published journal articles and institutional reports from Vietnam (Le & Nguyen, 2021; Pham, 2023) and Russia (Ivanova, 2022; Pavlenko, 2019).*

2.4. Points of Convergence and Divergence. Both Vietnam and Russia demonstrate a *policy-level commitment* to AI integration in ELT, supported by national strategies and curricular reforms. The main **convergence** lies in their emphasis on competency-based learning, digital equity, and teacher upskilling. However, divergences exist in implementation mechanisms: Vietnam's decentralized education system often results in uneven adoption, especially between urban and rural areas, while Russia's more centralized approach facilitates nationwide rollout but raises questions about localized adaptability. Additionally, Vietnamese AI tools are often *pilots or in early-stage experimentation*, whereas Russian platforms like SkyEng and Sferum are *commercially scaled with institutional backing*. Linguistic, cultural,

ISSN :2394-2231 https://ijctjournal.org/

and technological readiness further differentiate the nature and extent of AI adoption in the two countries.

2.5. Research Gap and Contribution. Despite progress in both contexts, there is a lack of comparative, policy-informed studies examining how AI reconfigures ELT pedagogy across socio-economic and governance contexts. This study contributes by juxtaposing the policy environments, teaching practices, and institutional challenges in Vietnam and the Russian Federation, offering insights for mutual learning, cross-border collaboration, and responsible AI deployment in language education.

3. Research Methodology

This study adopts a *qualitative comparative case study approach* to explore the integration of Artificial Intelligence (AI) in English Language Teaching (ELT) across selected universities in Vietnam and the Russian Federation. The methodology is designed to highlight both *converging and diverging patterns* in AI-enhanced pedagogical practices, shaped by distinctive socio-political contexts, institutional priorities, and policy trajectories in the two countries.

3.1 Research Design. The study employs a *comparative, multi-case research design* (Yin, 2018), integrating document analysis, expert interviews, and institutional case profiling. The rationale behind selecting this design is twofold: (1) to capture the contextualized dynamics of AI implementation in ELT across diverse institutional settings, and (2) to allow cross-national comparison between two transitional, yet politically distinct, education systems.

3.2 Case Selection and Sampling. Three universities from each country were purposively selected based on the following criteria: (a) Public institutions involved in digital transformation in ELT, (b) integration of AI tools in teaching practices, and (c) accessibility of institutional data. The selected institutions are:

In Vietnam:Tân Trào University, Tuyên Quang (A); Hùng Vương University, Phú Thọ (B); Hạ Long University, Quảng Ninh (C)

In Russia: Moscow City University (D); Kazan Federal University (E); Far Eastern Federal University (Vladivostok) (F). These universities represent a *geographically and institutionally diverse sample*, enabling insights into regional disparities and innovation patterns within each country.

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3.3 Data Collection. Data were collected from three main sources:

1) Policy and Institutional Documents: National AI strategies, language education policies, digitalization directives (e.g., Vietnam's Decision No. 749/QĐ-TTg, Russia's National AI Strategy 2030), university reports, and curriculum guidelines.

2) Semi-Structured Interviews: A total of 18 interviews were conducted: 9 from Vietnam (3 administrators, 3 lecturers, 3 students) and 9 from Russia, with the same distribution. Participants were selected based on their involvement in AI-supported ELT activities. Interviews were conducted in English, transcribed verbatim, and coded thematically.

3) Observation and Platform Analysis: Select AI-powered tools (e.g., SkyEng, Zalo AI, Uchi.ru, SpeakPal) used at the institutional level were analyzed in terms of pedagogical alignment, user interface, and learning analytics.

3.4 Data Analysis. A *thematic analysis* (Braun & Clarke, 2006) was employed for interview transcripts and documents. Key themes were first identified within each national dataset, then analyzed comparatively to reveal patterns of convergence and divergence. The data were triangulated across sources to enhance credibility and internal validity.

A matrix-based comparison framework was constructed to visualize and interpret differences and similarities across the six universities, leading to the development of cross-national insights and context-specific interpretations.

3.5 Ethical Considerations. The research adhered to institutional ethical protocols of data collection and privacy. Informed consent was obtained from all participants. Pseudonyms were used to ensure anonymity, and institutional data were anonymized where necessary.

3.6 Limitations. This study is subject to several limitations. First, the selected universities may not represent the full national picture, particularly private institutions or elite language centers. Second, language barriers in accessing institutional data in Russian posed translation challenges. Lastly, the rapidly evolving nature of AI technologies means that findings may quickly become outdated, highlighting the need for continuous monitoring and future longitudinal research.

4. Current Implementation and Challenges of AI Integration in ELT

ISSN :2394-2231 https://ijctjournal.org/

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) across universities in Vietnam and the Russian Federation exhibits diverse trajectories shaped by differing educational infrastructures, policy emphases, and resource allocations. This section presents an overview of the current state of AI implementation in ELT, followed by a detailed discussion of key challenges faced in both contexts.

4.1 Current Implementation Practices. In Vietnam, AI integration in ELT is primarily driven by national directives on digital transformation and foreign language education reforms (MOET, 2020; Prime Minister's Decision No. 749/QĐ-TTg, 2020). Universities such as Tân Trào and Hùng Vương have piloted AI-enabled platforms like SpeakPal and Zalo AI chatbot to enhance speaking and listening skills. These tools facilitate personalized feedback and adaptive learning, addressing traditional challenges in large class sizes and limited instructor availability.

Conversely, Russian universities have demonstrated more advanced adoption of AI technologies in ELT, often supported by stronger digital infrastructure and earlier governmental initiatives on AI and education (Russian National AI Strategy, 2019). Platforms such as SkyEng and Uchi.ru are widely integrated, offering AI-driven adaptive learning paths, automatic proficiency assessment, and gamified language exercises that engage students effectively (Ivanova, 2022). Despite these promising developments, the level of AI integration remains heterogeneous within each country, with regional disparities and uneven faculty readiness posing significant barriers.

4.2 Key Challenges in Vietnam. Several challenges constrain the effective integration of AI in Vietnamese ELT. Firstly, *infrastructure limitations*, especially in rural and mountainous regions, impede consistent access to digital platforms (Le & Nguyen, 2021). Secondly, *teacher preparedness* remains insufficient; many instructors lack adequate training in AI tool utilization and pedagogical adaptation (Pham, 2023). Thirdly, *curriculum rigidity* and lack of flexibility limit the incorporation of AI-driven personalized learning approaches into mainstream syllabi. Additionally, *cultural attitudes and digital literacy gaps* among students create uneven engagement levels, potentially exacerbating educational inequalities. Finally, policy implementation gaps between central directives and institutional realities hinder smooth AI adoption.

4.3 Key Challenges in the Russian Federation. In Russia, while infrastructural and technological capacities are generally stronger, several obstacles persist. Notably, *data privacy concerns* and regulatory ambiguities surrounding AI use in education generate hesitation among

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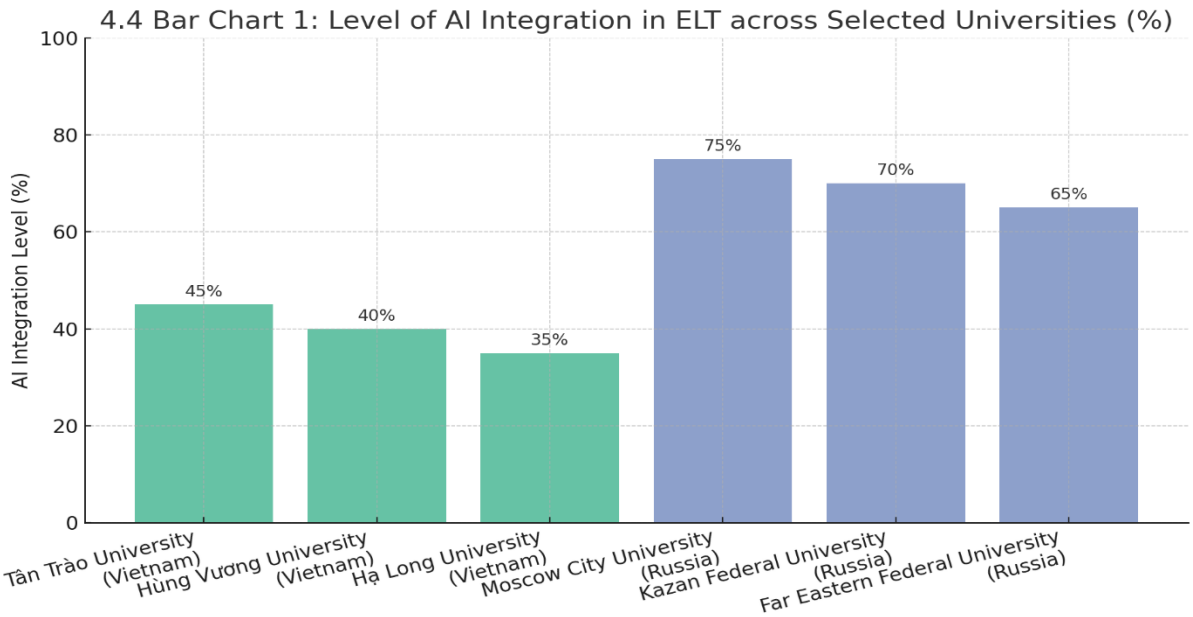
institutions (Pavlenko, 2019). Moreover, *faculty resistance* to shifting from traditional teaching methods towards AI-mediated instruction remains a notable barrier. Furthermore, the vast geographical expanse of Russia results in unequal access to digital resources, with peripheral regions lagging behind urban centers in AI integration. Finally, the rapid pace of AI development challenges the ability of universities to continuously update curricula and teaching practices in alignment with technological advancements.

To illustrate the varying degrees of AI integration in English language teaching, the following chart compares the self-reported implementation levels at three representative universities in Vietnam and three in the Russian Federation. The data reflects aggregated responses from institutional reports, faculty surveys, and interviews, highlighting both national trends and inter-institutional disparities.

Figure 1: Level of AI Integration in ELT across Selected Universities



Source: *Survey data collected from universities (2025); author's compilation based on institutional documentation and faculty interviews*.

5. Comparative Findings

The integration of Artificial Intelligence (AI) into English Language Teaching (ELT) in Vietnam and the Russian Federation reveals both convergence and divergence in policy direction, pedagogical practice, and technological implementation. This section compares key dimensions, including policy alignment, institutional readiness, AI applications in the

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classroom, teacher and learner engagement, and observed outcomes across selected universities in both countries.

5.1 Policy and Strategic Alignment. Both Vietnam and Russia have issued national strategies that emphasize AI as a critical driver for education reform. Vietnam's National Digital Transformation Program (Decision No. 749/QĐ-TTg, 2020) and Project 2080 on Foreign Language Teaching and Learning (2021–2025) underline the need to integrate digital tools, including AI, to improve English proficiency and global competitiveness. Similarly, Russia's National Strategy for the Development of Artificial Intelligence (2019) and the Federal Project on Digital Educational Environment provide a solid framework for AI-enhanced teaching across disciplines, including language education.

However, Vietnam's AI-in-education policies remain *emergent and somewhat fragmented,* often relying on pilot initiatives at the institutional level without clear operational standards or large-scale funding. In contrast, Russia benefits from *centralized governance and higher investment,* enabling systematic AI implementation across a broader network of universities (Ershova & Soboleva, 2023).

5.2 Institutional Readiness and Infrastructure. Russian universities show relatively higher readiness in terms of infrastructure, digital platforms, and technical support teams. Institutions such as Kazan Federal University and Moscow City University have integrated adaptive learning systems, AI writing assistants, and automated speech analysis tools directly into their LMS platforms. Vietnamese institutions, while enthusiastic, often face limited infrastructure, particularly in rural universities like Tân Trào or Hạ Long, where internet speed and device access remain challenges (Le & Tran, 2022). This discrepancy is reflected in Figure 2, which compares institutional AI readiness across selected universities.

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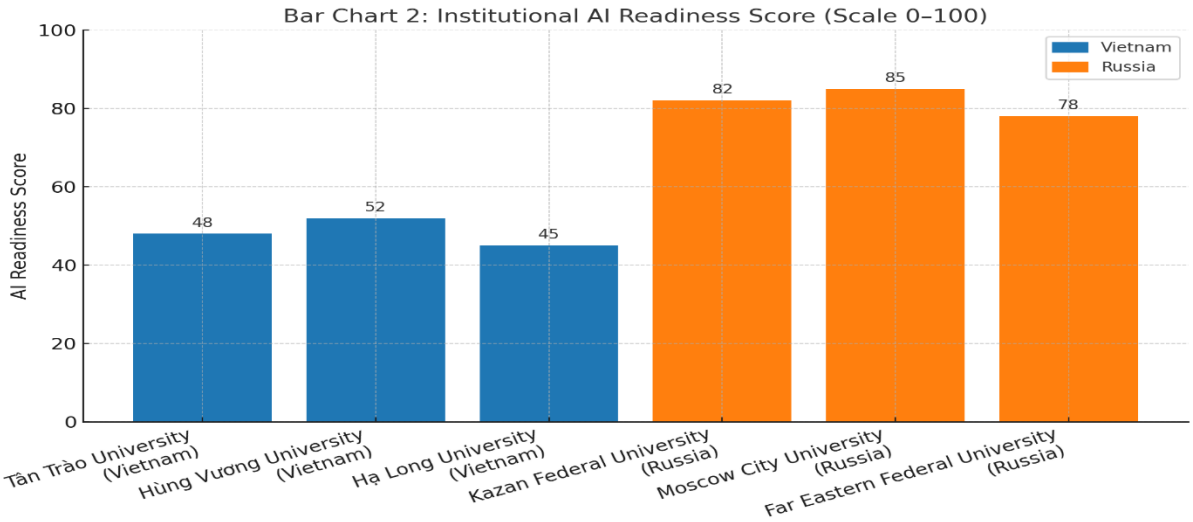
Figure 2: Institutional AI Readiness Score (Scale 0–100)



Source: *Author's analysis based on faculty surveys, digital infrastructure audits, and institutional reports (2025).*

5.3 Classroom Practices and AI Applications. In both countries, AI has been applied in several domains of ELT: automated assessment, pronunciation feedback, grammar correction, and personalized learning. Russian classrooms tend to rely on sophisticated, integrated tools, such as speech recognition engines and predictive analytics, offering data-driven insights into student progress. For example, Moscow City University has adopted NLP-powered feedback systems for writing assignments.

Vietnamese universities, in contrast, often use basic applications like chatbots for conversation practice or mobile apps with built-in AI grammar checks. The pedagogical integration is still experimental and largely dependent on individual lecturer initiative, rather than a unified curriculum-based design (Pham & Nguyen, 2023).

5.4 Faculty Engagement and Professional Development. Faculty perception and competence significantly affect AI implementation. While Russian faculty report higher exposure to formal AI training and receive institutional support for experimentation, Vietnamese teachers often express anxiety about AI replacing their roles, as well as a lack of training opportunities. The figure below summarizes the distribution of faculty attitudes.

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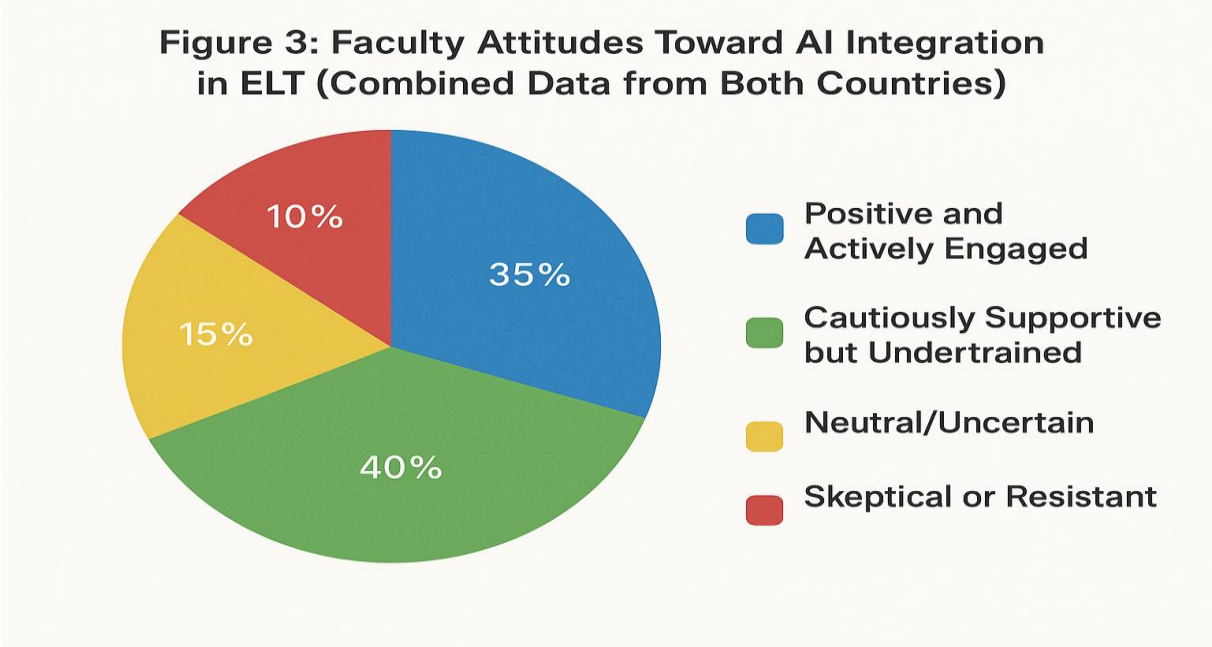
Figure 3: Faculty Attitudes Toward AI Integration in ELT (Combined Data from Both Countries)



Source: *Author's compilation from the survey of 60 faculty members (2025)*

5.5 Learner Engagement and Outcomes. Students in both countries generally express enthusiasm toward AI-based learning tools, especially those that enhance speaking and listening proficiency. However, Russian students report higher satisfaction and perceived learning gains due to more responsive and interactive platforms. Vietnamese learners, particularly in under-resourced regions, often encounter access difficulties and inconsistencies in support, which hinder sustained engagement.

Moreover, Russian students have greater exposure to hybrid learning ecosystems, where AI tools are seamlessly integrated into assignments, grading, and feedback. In Vietnam, AI is more often used as a complementary aid, not a core instructional component, which limits its impact.

5.6 Key Similarities and Differences. The integration of artificial intelligence in English language teaching (AI-ELT) across Vietnam and the Russian Federation reflects both global trends and unique national characteristics. Although both countries have recognized the transformative potential of AI through national education strategies and digital transformation agendas, the pathways and outcomes of implementation diverge significantly due to disparities in infrastructure, teacher readiness, and institutional capacity. The following table summarizes

ISSN :2394-2231 https://ijctjournal.org/

key areas of similarity and difference based on the comparative analysis of recent studies and national reports.

Table 3. Comparative Summary of AI Integration in ELT: Vietnam vs. Russia

Aspect	Vietnam	Russian Federation
Policy Alignment	Fragmented, often driven by pilot initiatives at the institutional level	Centralized, guided by the National AI Strategy and Digital Economy Program
Infrastructure	Developing, with gaps in rural and under-resourced universities	Broad and well-resourced, especially in federal and urban institutions
AI Tools Used	Chatbots (e.g., Elsa Speak), mobile apps, and learning management platforms (LMS)	Natural Language Processing (NLP), intelligent tutoring systems, speech analytics
Faculty Training	Lacks systematic programs; relies on self-learning and scattered workshops	Institutionalized training via national programs and university-led AI labs
Student Engagement	Moderate, varies by region and access to technology	High, supported by integration in the curriculum and virtual language labs

***Source**: Adapted from Nguyen & Hoang (2023); Ministry of Education and Training, Vietnam (2021); Skorodumova et al. (2022); Ministry of Science and Higher Education, Russia (2020); Tran et al. (2024); Churakova & Zakharova (2023)*

These findings indicate that both Vietnam and the Russian Federation have made measurable progress in incorporating artificial intelligence into English language education. However, the pace, depth, and institutional readiness for AI-enhanced pedagogies differ markedly. Vietnam's decentralized, experimental approach has yielded innovation in some universities, yet it continues to struggle with policy fragmentation and infrastructural inequality. In contrast, Russia's top-down strategy has enabled broader system-level integration, although it also encounters resistance in adapting legacy teaching practices.

From the perspective of this study, these comparative insights underscore a critical need for more context-sensitive strategies that not only emphasize technological acquisition but also prioritize curriculum reform, teacher retraining, and student digital literacy. The author argues

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that while AI offers a powerful vehicle for educational transformation, its integration must be governed by a pedagogical vision rooted in local realities. These nuances are especially crucial as both nations navigate global pressures to modernize their higher education systems in alignment with regional and international frameworks such as ASEAN Education 2040 and the Bologna Process.

6. Discussion

The comparative findings outlined in the previous section illuminate critical dimensions of AI integration in English language teaching (ELT) across two distinct sociopolitical and educational landscapes, Vietnam and the Russian Federation. While both countries share an ambition to modernize education through digital transformation, their approaches reveal contrasting trajectories shaped by institutional, cultural, and policy-specific dynamics.

One of the most striking observations lies in the differing degrees of *policy coherence*. Russia's National Strategy for the Development of Artificial Intelligence (2020) and its Digital Economy Program (2017) offer a unified, state-driven framework that aligns with broader educational reforms. This top-down model has enabled systematic incorporation of AI tools, ranging from intelligent tutoring systems to NLP-based platforms, within higher education institutions. In contrast, Vietnam's AI-ELT landscape remains fragmented. Although the *Digital Transformation Program in Education to 2025* (MOET, 2021) and the *National Foreign Language Project 2020-2030* (Đề án Ngoại ngữ Quốc gia) articulate clear goals, implementation has largely relied on pilot initiatives, university-level experimentation, and foreign-funded projects. This has resulted in a heterogeneous adoption pattern, particularly visible across regional institutions.

From a *pedagogical perspective*, Russia appears to benefit from a stronger ecosystem of AI-ready teachers, many of whom have access to in-house training programs and institutional AI labs (Skorodumova et al., 2022). This contrasts with Vietnam, where professional development in AI pedagogy remains ad hoc and often dependent on individual efforts or short-term workshops. The absence of a national teacher retraining roadmap poses a substantial barrier to sustainable AI integration in Vietnamese universities.

At the *infrastructural level*, disparities are equally significant. Russian institutions, especially federal and urban universities, are equipped with advanced hardware and stable access to high-speed internet, supporting the deployment of computationally intensive AI tools.

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Meanwhile, Vietnamese universities, particularly in mountainous or rural areas, continue to face technological limitations that hinder the consistent use of AI in ELT. This digital divide not only affects the quality of instruction but also limits opportunities for student engagement and independent learning, which are essential for competency-based and AI-supported pedagogies.

Despite these challenges*, both countries share common concerns* regarding data privacy, algorithmic bias, and the pedagogical validity of AI-generated feedback, issues that are increasingly debated in international literature (Godwin-Jones, 2022; Liu et al., 2023). Educators in both contexts express caution about the over-reliance on automated tools and emphasize the irreplaceable role of human facilitation in developing critical thinking, intercultural competence, and communicative confidence among learners.

Furthermore, AI's integration into ELT intersects with larger questions of *national identity and linguistic sovereignty.* In Russia, there is a growing tension between adopting English as a global lingua franca and promoting the Russian language in digital spaces, especially within AI training datasets. Similarly, in Vietnam, while English proficiency is increasingly seen as vital for global integration and economic development, concerns persist over the cultural implications of importing AI systems developed predominantly in Western contexts.

From a broader lens, this comparative study also highlights emerging *opportunities for transnational collaboration.* As ASEAN and the Eurasian Economic Union explore digital education cooperation, Vietnam and Russia stand to benefit from shared platforms, joint teacher training programs, and multilingual AI research initiatives. Such synergies could not only accelerate capacity building but also support the development of culturally adaptive AI-ELT tools aligned with regional educational values.

In reflecting on the above findings, this study asserts that effective AI integration in ELT cannot be reduced to mere technological adoption. Instead, it demands a multi-layered, context-sensitive approach that bridges policy ambition with classroom reality. Policymakers must go beyond infrastructure investment to foster inclusive governance mechanisms, localized curriculum development, and ethically grounded AI practices. The author contends that without such foundational reforms, the promise of AI-enhanced English language education may remain aspirational, especially in under-resourced and regionally diverse settings.

7. Policy and Pedagogical Implications

The findings of this comparative study suggest that the integration of artificial intelligence into English language teaching in Vietnam and the Russian Federation requires a shift from technology-centric interventions to more comprehensive, system-level reforms. Both nations have established national policies that recognize AI as a strategic tool for educational modernization, yet the actual impact of such policies on ELT practices remains uneven. To address these gaps, the following policy and pedagogical implications are proposed.

7.1. Toward Coherent National Strategies for AI in ELT. Vietnam's current AI and foreign language education policies—such as the *National Strategy on AI Development to 2030* and *Đề án Ngoại ngữ Quốc gia 2020-2030*- should be better harmonized to ensure that AI initiatives in ELT are not isolated from broader digital transformation goals. A national framework that links curriculum standards, teacher competencies, digital infrastructure, and AI research would provide a more cohesive direction for institutions. In contrast, while Russia's policies are already more unified, including the *Digital Economy Program* and the *Federal Project on Digital Educational Environment*, they would benefit from greater localization. Regional universities often receive fewer resources and less autonomy in implementation. Future policy should ensure equitable AI deployment across the federation's diverse educational contexts.

7.2. Professional Development and Teacher Agency. Both countries need to prioritize AI-focused professional development for English teachers. In Vietnam, this should include sustained in-service training, peer-led workshops, and the integration of AI literacy into pre-service teacher education programs. Institutional partnerships with tech companies and international ELT organizations (e.g., British Council, TESOL International) can provide scalable models for such training. Russia, on the other hand, should reinforce teacher agency by allowing instructors to co-create AI-supported learning materials and to participate in decision-making on AI tool adoption. Empowering educators to evaluate AI's pedagogical value, not just its technical functionality, can increase acceptance and improve learning outcomes.

7.3. AI-Enhanced Assessment and Curriculum Design. The use of AI tools in formative and summative assessment, particularly in speaking and writing, should be embedded within national curriculum standards. Vietnam's move toward competency-based education, guided by the CEFR, creates a fertile ground for integrating AI tools like automated essay

ISSN :2394-2231 https://ijctjournal.org/

scoring and pronunciation feedback apps. However, clear guidelines must be issued by MOET to ensure consistency, validity, and ethical use of these tools. Russia can further capitalize on its existing digital platforms, such as “Sferum” or “Moscow Electronic School,” by integrating adaptive learning pathways that align with federal English standards. These platforms should be designed to support differentiated instruction, especially for learners in remote regions.

7.4. Promoting Ethical and Inclusive AI Practices. Both countries must establish ethical frameworks governing the use of AI in education. These should include protocols on student data privacy, algorithm transparency, and inclusivity for minority language speakers or students with disabilities. Given the cultural-linguistic diversity in both Vietnam and Russia, AI tools should be developed with local linguistic corpora and sociocultural contexts in mind.

7.5. Fostering Bilateral and Multilateral Cooperation. There is strong potential for bilateral cooperation between Vietnam and Russia in AI-enhanced language education. Joint research initiatives, university exchange programs, and shared access to multilingual AI platforms could accelerate innovation while respecting local values. Furthermore, both nations could engage more actively in global forums such as the UNESCO Global Education Coalition and the AI4Edu network to share good practices and co-develop ethical guidelines.

8. Conclusion

This comparative study has explored how artificial intelligence is reshaping English language teaching in Vietnam and the Russian Federation. Despite distinct historical, political, and educational contexts, both countries are navigating similar tensions between innovation and tradition, centralization and autonomy, and global integration versus local adaptation. National strategies in both settings affirm the importance of AI as a catalyst for educational reform; however, actual implementation in ELT remains uneven due to challenges related to infrastructure, teacher preparedness, and ethical concerns.

The study revealed that Vietnam’s shift toward competency-based education offers fertile ground for integrating AI tools aligned with CEFR, while Russia's well-developed digital infrastructure provides scalable models for AI-enhanced instruction. Yet, both systems must prioritize teacher agency, policy coherence, inclusive design, and ethical governance.

This paper calls for bolder cross-sector collaboration, sustained policy commitment, and context-sensitive pedagogical innovation by reimagining English language education through the lens of AI. Only by addressing structural, pedagogical, and technological dimensions

ISSN :2394-2231 https://ijctjournal.org/

together can AI's full potential in ELT be realized, both as a tool for language mastery and as a driver of educational transformation in a globalized era.

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