



Proceedings of National Conference on
Global Readiness through Foreign Language Proficiency:

PREPARING LEARNERS FOR INTERNATIONAL INTEGRATION

Session 2: Curriculum, Methodology, and Technology Application in Foreign Language Teaching



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ABSTRACT. This study investigates the perspectives of experienced technical lecturers on integrating Generative AI into the development of English for Specific Purposes (ESP) materials at a multi-disciplinary technical university. Through qualitative interviews with five senior lecturers from specialized fields such as Petroleum, Geodesy, and Mining, the research explores how AI tools influence the design of 29 specialized modules. The findings indicate that while AI is highly valued for its ability to generate diverse and updated technical content, its use is accompanied by significant concerns about technical accuracy. A key result of the study is the "Expert-as-Filter" framework, emphasizing that the lecturer's decade of industry experience is essential to validate AI-generated information. The research concludes that AI acts as a bridge between academic theory and workplace reality, helping students develop the professional communication skills needed for international integration. These insights provide practical recommendations for universities to balance technological speed with expert oversight in specialized engineering education.

Keywords: *Artificial Intelligence, ESP material development, engineering education, global readiness, lecturers' perspectives.*

I. INTRODUCTION

In the 21st century, global professional competence increasingly relies on the integration of technical skills and language proficiency. For engineering graduates, English for Specific Purposes (ESP) is no longer just an optional academic skill but an essential pathway to international research and multicultural workplace cooperation. As industries undergo rapid digital transformation, higher education institutions must innovate their teaching methods to ensure students can master the complex language of their future careers. Despite its critical importance, developing effective ESP materials for engineering remains a persistent challenge for educators. Technical English is characterized by highly specialised terminology and rapidly changing concepts that traditional, static textbooks often fail to address. While the integration of Artificial Intelligence (AI) has been identified as a strategic approach to improving language training, many lecturers face significant obstacles to

effective adoption of these tools. At technical universities, the combination of linguistic pedagogy and complex engineering knowledge results in a unique set of demands, transforming the lecturer's role from a traditional instructor to a designer of technology-enhanced learning resources.

The primary objectives of this study are twofold: firstly, to examine the pedagogical usefulness of Generative AI in the ESP classroom from the perspective of technical educators; and secondly, to explore the practical opportunities and challenges faced when designing materials for specialised engineering disciplines. By achieving these objectives, the study seeks to provide a nuanced understanding of how AI tools are being integrated into specialised technical education. To guide this investigation, the study considers the following two questions:

1. What are the perceptions of technical lecturers regarding the role and impact of Generative AI in ESP material development?

2. What specific opportunities and challenges arise when integrating AI into the design of teaching materials for various engineering fields?

The study aims to reveal a complex landscape in which AI serves as both a catalyst for efficiency and a source of concern about technical accuracy. It is anticipated that the findings will highlight the importance of professional oversight, in which subject-matter expertise serves as a vital filter for AI-generated content. Ultimately, this research aims to provide a practical framework and recommendations for technical universities to support faculty in leveraging AI effectively, ensuring that ESP instruction remains both linguistically robust and technically precise.

II. LITERATURE REVIEW

2.1. An Overview of ESP in Higher Education:

English for Specific Purposes (ESP) is fundamentally understood as an approach to language teaching in which all decisions regarding content and method are based on the learner's reasons for learning. The foundational definition provided by Hutchinson and Waters (1987) posits that ESP is not a particular kind of language or methodology, but rather an approach to language learning based on learner need. This "needs-driven" philosophy was further refined by Dudley-Evans and St. John (1998), who identified absolute and variable characteristics of ESP. They argued that ESP must be designed to meet specific needs of the learner and make use of the underlying methodology and activities of the discipline it serves. In the contemporary higher education landscape, ESP has transitioned from being a marginalized language service to a core academic requirement that facilitates professional socialization. This evolution emphasizes that learning the language of a

discipline like engineering is inseparable from learning the professional practices and values of that field.

2.2. The Significance of ESP in Technical Engineering and Career Prospects

In the context of technical universities, ESP plays a vital role in bridging the gap between academic theory and global industrial practice. For engineering students, mastering specialised English is not just an academic challenge but a crucial asset for "Global Readiness" and international integration. In a multi-disciplinary environment, where students focus on niche sectors such as Geological Engineering, Petroleum Engineering, or Surface Mining, ESP provides the precise linguistic tools needed to interpret international technical codes and safety standards. Moreover, the significance of ESP is directly linked to career prospects; in the modern labour market, technical skills alone are often insufficient. Recent trends indicate that graduates who can communicate technical concepts in English are more likely to secure positions in multinational corporations and participate in cross-border infrastructure projects. This link between language competence and professional skills necessitates the development of various specialized ESP modules tailored to the specific needs of different engineering disciplines.

2.3. The Evolution of AI and Modern Generative Tools in Pedagogy

The landscape of educational technology has undergone a radical transformation, moving from basic Computer-Assisted Language Learning (CALL) to a sophisticated ecosystem of Agentic AI. Modern pedagogy no longer relies on a single interface but utilizes a specialized "stack" of AI tools that act as autonomous co-designers and pedagogical partners. While Large Language Models (LLMs) such as ChatGPT-4o and Gemini 1.5 Pro remain the cognitive engines for generating authentic workplace simulations, the current frontier lies in domain-specific integration and the strategic shift toward personalized learning pathways. This multi-layered AI integration enables educators to process vast technical datasets into digestible, multifaceted pedagogical content while maintaining transparent documentation of AI use cases (Wang et al., 2024; Jin et al., 2024).

For high-precision technical documentation, lecturers leverage Microsoft Copilot to generate seamless code and provide methodological descriptions within professional suites. To ensure empirical grounding, academic-focused tools like Perplexity AI and SciSpace are utilized to extract source-grounded technical explanations, effectively mitigating the risk of "hallucinations" in engineering discourse. This is consistent with recent international guidelines which stress the importance of using AI to foster "critical engagement" and "academic development" rather than mere automation (Vieriu & Petrea, 2024; Higher Education Authority,

2025). Furthermore, the "technological co-pilot" concept has expanded to include specialized agents like DeepL Pro for translation and Grammarly for stylistic refinement. Visual representations of abstract engineering concepts are supported by generative vision models such as DALL-E 3, providing students with high-fidelity visual aids. This multi-layered integration enables educators to process vast technical datasets into digestible pedagogical content while maintaining transparent documentation of AI use cases.

2.4. Research Gaps: The Intersection of Technical Expertise and AI

Despite the growing number of studies on Generative AI in language education, a clear research gap remains regarding its use in highly specialized technical fields. Current research primarily focuses on general English teachers, often overlooking the unique challenges faced by content lecturers, experts who transition from engineering roles into ESP teaching. Specifically, there is a lack of empirical data on how technical ESP lecturers balance AI speed with the need for absolute accuracy. While AI can design materials very quickly, its tendency to produce "hallucinations", content that sounds correct but is technically wrong, is a major risk in fields like Petroleum or Geodesy. In these areas, even a minor error can be consequential. Most existing studies do not explain how these subject experts use their deep professional knowledge to check and correct AI outputs. This study aims to fill this gap by exploring the "Expert-as-Filter" process and examining how experienced teachers integrate AI with the stringent technical standards of various engineering ESP modules.

III. METHODOLOGY

The research was conducted at a prominent technical university in Vietnam, a multidisciplinary institution offering over 40 technical majors. A distinctive feature of this academic environment is its extensive ESP curriculum, which comprises 29 specialized modules tailored to various engineering disciplines. Unlike traditional language departments, the ESP courses at this university are delivered by content lecturers from technical faculties who possess both pedagogical expertise and profound professional knowledge. This unique context provides a fertile ground for exploring how subject-matter experts integrate AI into specialized language instruction.

To ensure the depth and reliability of the findings, the study employed a purposive sampling strategy to select participants for in-depth interviews. Five senior lecturers were selected based on two primary criteria: having at least 10 years of teaching experience in ESP and representing five distinct engineering sectors of the university. These sectors include (1) Geological Engineering, (2) Geodesy and Cartography Engineering, (3) Surface Mining, (4) Petroleum Engineering, and (5)

Electromechanical Engineering. This diverse selection offered a broad range of perspectives across technical domains, ensuring the insights gained were representative of the university's multifaceted technical landscape.

Data were collected through semi-structured interviews. Each session lasted approximately 45 to 60 minutes and was guided by open-ended questions focused on the lecturers' practical experiences, perceived benefits, and concerns regarding Generative AI tools. The qualitative data were then analyzed using thematic analysis following the framework of Braun and Clarke (2021), which involved transcribing the interviews, generating initial codes, and identifying recurring themes. To ensure the trustworthiness of the findings, member checking was performed by sharing transcripts with participants, and an audit trail was maintained throughout the coding process. This systematic approach enabled the synthesis of collective wisdom from veteran technical educators, providing a comprehensive understanding of the role of AI in developing ESP materials for the engineering sector.

IV. FINDINGS AND DISCUSSION

4.1. AI as a Dynamic Partner in Professional Content Creation

The first major finding concerns a fundamental shift in lecturers' perceptions regarding the pedagogical value of AI. Rather than viewing these tools as external aids, participants reached a significant consensus, with all five lecturers identifying Generative AI as a "dynamic partner" in the material design process. This perception moves beyond the traditional use of technology for translation, positioning AI as a sophisticated engine for operationalizing complex engineering discourse into digestible learning units.

Most interviewed lecturers admit they actively use AI to overcome the "resource lag" inherent in traditional ESP textbooks. They noted that at a university offering 40 technical majors, finding up-to-date reading materials for niche modules, such as Petroleum Engineering or Surface Mining, is often difficult. L4 specifically highlighted how AI helps create "authentic-equivalent" texts that reflect current industry standards. *"In over a decade of teaching, I have struggled with the static nature of textbooks, which often fail to capture the rapid evolution of global technical standards. With AI, I can now synthesize recent industry reports into structured reading tasks. It has allowed me to shift from a consumer of outdated materials to a proactive designer of field-specific content."* (L4).

This shift in perception extends the foundational "Needs Analysis" framework of Hutchinson and Waters (1987) into the modern era. While the classic model focuses on identifying target needs, the current findings suggest that AI allows for the immediate "materialization" of those needs. Furthermore, the lecturers' views

support the TPACK framework (Mishra & Koehler, 2006) by demonstrating a high level of Technological Pedagogical Content Knowledge (TPACK). These educators are not merely using technology; they are leveraging their 10 years of professional expertise to guide it in generating discourse that is both linguistically accessible and technically relevant.

This finding addresses a critical research gap: the "silent voice" of content-area specialists in AI literature. While general linguists might use AI for language form, these engineering specialists use it to maintain the "integrity of the discipline," as Hyland (2022) suggests. The consensus among L1, L3, and L5 further indicates that AI serves as a catalyst for "Global Readiness", a core objective of the curriculum, by exposing students to the international registers of English through the university's 29 specialized modules. Finally, the perception of AI as a partner rather than a threat confirms that veteran technical educators are ready to lead the digital transformation in ESP instruction.

4.2. The Challenge of Technical Validation and the "Expert-as-Filter" Necessity

The findings reveal a critical challenge: the inherent risk of "technical hallucination" and the absolute necessity of expert oversight. This addresses the second research question regarding the barriers encountered when integrating AI into specialized engineering education. A significant consensus emerged during the interviews, with all five participants expressing serious concerns about the reliability of AI-generated technical content. They noted that while AI tools are linguistically fluent, they often lack the deep logical consistency required for specialized engineering fields. *"AI is a double-edged sword. In one instance, it generated a highly professional-looking explanation of a structural analysis process, but it used incorrect mathematical constants for the specific material I was teaching. If a lecturer lacks deep industry experience, they might inadvertently pass these dangerous errors to their students."* (L2).

Most interviewed lecturers explicitly said that AI often confuses local technical standards with international ones. This is especially problematic in a university setting with 29 specialized ESP modules, where accuracy is essential and not optional but a safety requirement. L1 and L3 both observed that AI frequently struggles with niche terminology specific to their engineering sectors, resulting in definitions that are either overly broad or scientifically incorrect. This shared concern among experienced educators highlights a significant research gap: the "validation void" in AI-assisted ESP. While scholars such as Belda-Medina (2023) praise AI for its efficiency, the findings here suggest that in technical fields, accuracy should take priority over efficiency. The lecturers' consensus supports the "Human-in-the-loop" model as an essential pedagogical approach.

The lecturers do not see AI as an autonomous creator, but rather as a "sophisticated drafting tool" that requires a master editor. This aligns with Mishra and Koehler's (2006) TPACK framework, but with a specific emphasis on Content Knowledge (CK) as the primary filter. The fact that these educators have a decade of experience allows them to perform "cognitive offloading" to AI for the language form, while maintaining intense "cognitive engagement" with the technical substance. Finally, this finding suggests that the "gap" in AI integration is not a lack of tools but a potential lack of expert supervision. The transition to AI-assisted ESP in 29 modules at a technical university requires lecturers to evolve into "Technical Editors." This ensures that international student integration is grounded in linguistically accurate, technically precise information, a goal that AI alone cannot yet achieve.

4.3. Enhancing Global Readiness and Career Integration through AI-Assisted Pedagogy

The interview findings explore the opportunities AI offers to align ESP instruction with the requirements of the international labour market. This finding addresses the research objective of fostering global competence and international integration for engineering students. A strong consensus emerged, with all five lecturers agreeing that AI tools offer a unique advantage for simulating the multicultural and multilingual environments graduates will encounter in their professional careers.

The data indicated that 3 out of 5 participants specifically use AI to bridge the gap between classroom theory and workplace reality. L5 and L3 shared that they utilize AI to generate complex, industry-specific communication scenarios, such as international project meetings or safety briefings, which were previously difficult to recreate. Furthermore, L1 emphasized that AI facilitates a "comparative standards" approach, allowing students to use English to understand the differences between local regulations and international technical codes (such as ISO or ASTM standards). This perspective was shared by 4 out of 5 participants, who viewed AI as a gateway to "Global Readiness." This finding highlights a critical shift from "English for Exams" to "English for Employment." The lecturers' insights suggest that AI acts as a simulator for professional socialization, a concept emphasized by Dudley-Evans and St. John (1998). By using AI to create authentic workplace tasks, the 29 ESP modules at the university are transformed into a "professional laboratory." This directly addresses the research gap in technical ESP by providing practical, career-oriented materials.

AI provides the "linguistic diversity" and "contextual variety" that a single lecturer might struggle to produce. However, the study reinforces that this integration is successful only because L1 through L5 possess the domain expertise

to frame AI prompts within the specific realities of their engineering fields. This interplay ensures that students do not just learn technical terms in isolation but understand their application within the global engineering discourse community (Hyland, 2022). Consequently, the use of AI in these modules does not merely increase language proficiency; it builds "professional confidence" and "international integration readiness," fulfilling the primary goal of the university's curriculum in the era of digital transformation.

V. CONCLUSION

The integration of Generative AI into specialized ESP modules represents a shift towards a more dynamic and industry-aligned curriculum. This study demonstrates that for experienced content lecturers, AI serves as a "force multiplier" rather than a replacement, enhancing the efficiency and authenticity of instructional materials. A significant theoretical contribution of this research is the conceptualisation of the "Expert-as-Filter" mechanism, which expands the TPACK framework by positioning the lecturer's decade of industry expertise as the primary validator for AI-generated output. This finding emphasizes that while AI provides linguistic fluency, the lecturer's professional judgment remains the essential filter for ensuring technical accuracy and academic integrity in engineering discourse.

In practical application, technical universities should integrate AI-assisted material design into their curricular development workflows and learning outcomes. Specifically, ESP modules should be redesigned to include tasks that require students to critically evaluate AI-generated technical content under expert guidance. Institutions should transition from general IT training to "specialized AI literacy," focusing on discipline-specific prompt engineering for engineering staff. Establishing a "Collaborative AI-ESP Repository" for peer-reviewed, validated materials can reduce individual workloads while maintaining rigorous technical standards. Additionally, AI-assisted tasks should be integrated into the curriculum to develop the digital and linguistic competencies required for students' integration into the international community. The qualitative nature and small sample size (five participants) limit the generalizability of these findings across all technical disciplines. Furthermore, the focus remained on the design phase rather than long-term learning outcomes. Future research hopes to adopt longitudinal approaches to measure the impact of AI-assisted materials on student proficiency. Exploring "student-AI-lecturer" triadic interactions also offers a promising avenue for understanding how learners engage with AI-generated content under expert supervision.

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Session 2: Curriculum, Methodology, and Technology Application in Foreign Language Teaching

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