

A STUDY OF EFL LECTURERS' SELF-REPORTED GENERATIVE AI INTEGRATION PRACTICES USING THE SAMR MODEL: EVIDENCE FROM A VIETNAMESE UNIVERSITY

NGHIÊN CỨU THỰC TRẠNG TÍCH HỢP TRÍ TUỆ NHÂN TẠO TẠO SINH TRONG GIẢNG DẠY TIẾNG ANH CỦA GIẢNG VIÊN EFL THEO MÔ HÌNH SAMR: MINH CHỨNG TỪ MỘT TRƯỜNG ĐẠI HỌC VIỆT NAM

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ABSTRACT

The rapid development of Generative Artificial Intelligence (GenAI) has created new opportunities for English language teaching. However, little is known about how EFL lecturers integrate GenAI into their teaching practices in Vietnamese higher education. This study investigated EFL lecturers' self-reported GenAI integration practices using the Substitution, Augmentation, Modification, and Redefinition (SAMR) model. A quantitative survey was conducted with 33 EFL lecturers at a public university in Vietnam using an online questionnaire. Data were analyzed using descriptive statistics in SPSS 27. The findings showed that lecturers most frequently integrated GenAI at the Substitution and Augmentation levels, whereas Modification and Redefinition practices were less common. These results suggest that GenAI is mainly used to support lesson preparation and improve existing teaching practices rather than transform learning activities.

Keywords: *Generative AI, English language teaching, EFL lecturers, SAMR model, technology integration.*

TÓM TẮT

Sự phát triển nhanh chóng của trí tuệ nhân tạo tạo sinh đã mở ra nhiều cơ hội mới cho việc giảng dạy tiếng Anh. Tuy nhiên, vẫn còn ít nghiên cứu tìm hiểu cách giảng viên tiếng Anh sử dụng GenAI trong hoạt động giảng dạy tại bối cảnh giáo dục đại học ở Việt Nam. Nghiên cứu này nhằm khảo sát thực tiễn tích hợp GenAI do giảng viên tự báo cáo trong giảng dạy tiếng Anh như một ngoại ngữ dựa trên mô hình SAMR. Nghiên cứu sử dụng phương pháp khảo sát định lượng với sự tham gia của 33 giảng viên EFL tại một trường đại học công lập ở Việt Nam thông qua bảng hỏi trực tuyến. Dữ liệu được phân tích bằng thống kê mô tả trên phần mềm SPSS 27. Kết quả cho thấy giảng viên sử dụng GenAI thường xuyên nhất ở hai cấp độ Thay thế (Substitution) và Tăng cường (Augmentation), trong khi việc tích hợp ở hai cấp độ Sửa đổi (Modification) và Kiến tạo lại (Redefinition) còn khá hạn chế. Những kết quả này cho thấy GenAI hiện chủ yếu được sử dụng để hỗ trợ chuẩn bị bài giảng và nâng cao hiệu quả các hoạt động dạy học hiện có, thay vì tạo ra những thay đổi mang tính chuyển đổi trong hoạt động dạy và học.

Từ khóa: *Trí tuệ nhân tạo tạo sinh, giảng dạy tiếng Anh, giảng viên EFL, mô hình SAMR, tích hợp công nghệ.*

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1. INTRODUCTION

The rapid development of GenAI has started to change English language teaching (ELT) and learning. GenAI tools, such as ChatGPT, can generate human-like responses, answer grammar questions, support lesson

planning, and create different types of learning materials [10, 11]. As a result, many English as a Foreign Language (EFL) teachers are beginning to use these tools to support classroom teaching and professional practice. Recent studies suggest that GenAI tools such as ChatGPT can

improve teachers' creativity, help them design learning activities, support reflective practice, and act as a collaborative partner rather than a productivity tool [1, 24]. In addition, GenAI can provide personalized learning materials, promote cross-cultural communication, and offer professional development opportunities for teachers with different levels of digital competence [22]. These benefits indicate that GenAI has strong potential to support English language education [23].

To better understand technology integration, many researchers have adopted the Substitution, Augmentation, Modification, and Redefinition (SAMR) model, which describes four progressive levels of technology use in teaching, ranging from simply replacing traditional tools to transforming learning experiences [19]. The model has been applied to investigate Information and Communication Technology (ICT) integration in general education [21] and also in EFL contexts [16, 18, 20]. More recently, several studies have begun to use the SAMR framework to examine GenAI integration in English language education [3, 10, 17].

However, previous studies have several limitations. Several previous studies have employed qualitative approaches with relatively small samples drawn from a single institution [3, 16, 20]. In addition, although these studies consistently found that teachers mainly used technology or GenAI at the Substitution and Augmentation levels, little is known about the extent to which EFL lecturers integrate GenAI across all four SAMR levels in Vietnamese higher education. Empirical evidence from Vietnamese universities remains limited, particularly studies using the SAMR model to examine EFL lecturers' GenAI integration practices in ELT.

Addressing this gap is important because understanding teachers' current integration practices can help identify strengths and areas that require further support for effective AI adoption. Such evidence can also inform professional development programs and institutional policies for integrating GenAI into ELT.

To address this gap, the present study investigates EFL lecturers' self-reported GenAI integration practices using the SAMR model at a Vietnamese university. Specifically, the study addresses the following research question:

To what extent do EFL lecturers integrate GenAI into their ELT practices across the four levels of the SAMR model?

2. LITERATURE REVIEW

2.1. GenAI in ELT

The public release of ChatGPT in late 2022 marked a major milestone in the development of GenAI and

attracted widespread attention in education. Since then, many GenAI tools have become available for teaching and learning. GenAI is a branch of artificial intelligence that can generate new content by learning patterns from large amounts of data. Unlike earlier AI systems that mainly performed specific tasks, GenAI can produce different types of content, including text, images, audio, and videos [14, 15]. In language education, GenAI tools serve different purposes. For example, ChatGPT and Gemini can generate ideas and learning materials, QuillBot supports paraphrasing and summarizing, Google Translate provides translation, while Grammarly offers language feedback. These functions make GenAI more flexible and powerful than earlier AI technologies for language learning [15].

GenAI also provides many opportunities for English language teaching and learning. For learners, previous studies have shown that GenAI can increase engagement, motivation, and learning outcomes by providing personalized feedback and learning materials that match students' proficiency levels and learning needs [9]. In addition, GenAI helps make English learning more accessible by providing affordable, customized learning resources [22]. For teachers, GenAI can support lesson planning, generate quizzes and classroom activities, and reduce the time needed to prepare teaching materials [5, 22]. It can also encourage more creative teaching approaches, such as gamified activities and digital storytelling, which may improve students' classroom participation and learning experiences [22].

Recent studies have shown that EFL teachers use GenAI for a wide range of teaching activities. GenAI supports lesson preparation, proofreading, the development of teaching and assessment materials, and the provision of feedback and learning suggestions for students [5]. A systematic review by Chan et al. (2026) [4] also found that chatbots are primarily used for academic writing, grammar, speaking, vocabulary, and reading comprehension. In addition, teachers frequently use GenAI for grading and feedback, while students use it for writing support, speaking practice, and reading comprehension [4].

Beyond these practical functions, recent research suggests that the role of GenAI is gradually shifting from a productivity tool to a pedagogical partner. Lee et al. (2025) [13] demonstrated that ChatGPT can function as a content curator to develop English learning materials, an evaluative feedback provider to support students' writing, and a conversation partner for text- and voice-based communication activities. Similarly, Lee et al.

(2026) [12] identified multiple pedagogical roles of GenAI, including feedback provider, learning tutor, cognitive stimulator, interaction facilitator, and conversation partner. These findings indicate that GenAI is increasingly being integrated into teaching methods rather than simply replacing traditional instructional tools.

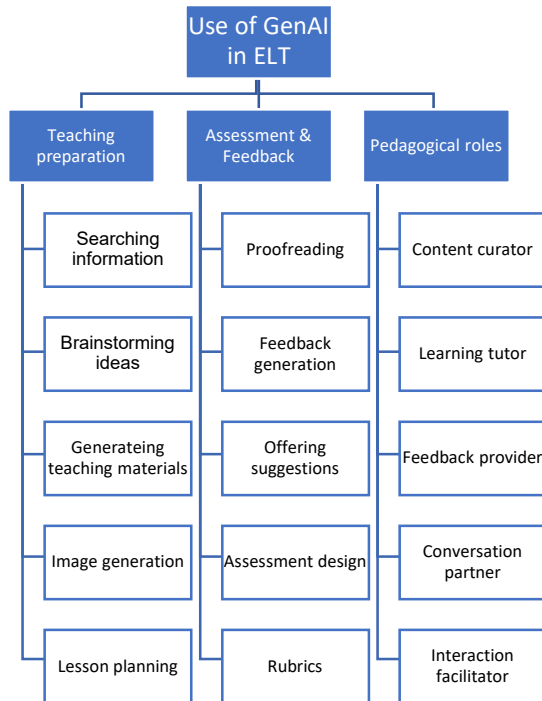


Figure 1. Use of GenAI in ELT (adapted from Choi et al., 2025 [5]; Lee et al., 2025 [13]; Lee et al., 2026 [12]; Chan et al., 2026 [4])

As illustrated in Figure 1, EFL teachers employ GenAI not only for lesson preparation and assessment but also as a pedagogical partner that supports feedback, tutoring, interaction, and authentic communication. This suggests that GenAI is evolving from a productivity tool into a teaching approach capable of reshaping classroom practices.

2.2. The SAMR model

Although previous studies have demonstrated the diverse applications of GenAI in ELT, they mainly describe what teachers use GenAI for rather than how deeply it is integrated into teaching and learning. Therefore, a framework is needed to evaluate the extent to which GenAI transforms teaching practices rather than simply replacing traditional tools.

The SAMR model was developed by Puentedura (2006) [19] to help educators integrate technology into teaching in meaningful ways. It provides a framework for evaluating technology's integration into teaching, from enhancing to transforming it [10]. It is also applied as a

tool for distinguishing between “digitizing on the surface” (Enhancement) and “transformative teaching” (Transformation) [17]. The model consists of four levels (see Figure 2). At the *Substitution* level, technology replaces traditional tools without changing the learning task. At the *Augmentation* level, technology still replaces traditional tools but adds functional improvements. At the *Modification* level, technology enables significant redesign of learning tasks, while at the *Redefinition* level, it allows teachers and learners to create new learning experiences that would not have been possible without technology [19].

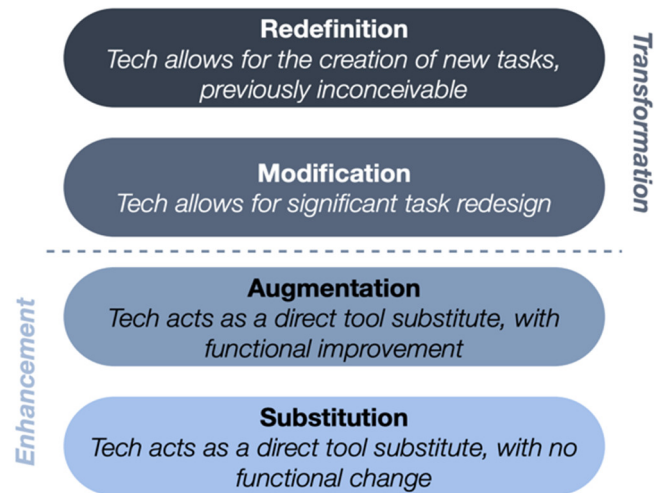


Figure 2. The SAMR Model by Puentedura (2006)

The SAMR model has become one of the most widely used frameworks for evaluating the depth of technology integration in education [10]. A major strength of the model is that it provides a clear progression from simply enhancing existing teaching practices to transforming teaching and learning through technology [2]. Furthermore, each level of the model highlights the relationship between technology use and teaching practices, helping educators identify their current level of technology integration and make informed decisions to maximize its educational benefits while minimizing potential risks [21].

The SAMR framework has been widely applied to examine information and communication technology (ICT) integration in EFL classrooms [16, 18, 20]. More recently, researchers have begun to use the model to investigate the integration of artificial intelligence and generative AI in English language education [3, 10, 17]. However, empirical studies using the SAMR framework to examine teachers' actual GenAI integration practices are still limited [21], particularly in ELT/EFL contexts.

Therefore, the SAMR model provides an appropriate theoretical framework for examining how EFL lecturers integrate GenAI into their English teaching practices in the present study.

Although the SAMR model was originally developed to evaluate technology integration in education [19], it has recently been applied to examine how GenAI supports teaching and learning in different educational contexts. Rather than viewing GenAI simply as a digital tool, the SAMR framework helps explain how teachers integrate GenAI at different levels of pedagogical practice, ranging from replacing traditional teaching tasks to transforming learning experiences that would otherwise be difficult or impossible to achieve [3, 17]. In ELT, previous studies have shown that GenAI can support a wide range of instructional activities, including lesson planning, material development, assessment, personalized feedback, language practice, and collaborative learning [5, 11, 13]. These applications vary considerably in their pedagogical complexity and therefore can be classified according to the four levels of the SAMR model.

Table 1 summarizes representative GenAI-assisted teaching activities in ELT across the four SAMR levels. The activities were synthesized from previous studies and adapted to the context of ELT in higher education, particularly from Puentedura (2006) [19], Cao (2026) [3], Choi et al. (2025) [5], Nguyen and Dang (2026) [17], Lee et al. (2025) [13], Kohnke et al. (2023) [11], Kohnke and Zou (2025) [10], and Tafazoli (2024) [22]. This classification also served as the conceptual basis for developing the questionnaire used in the present study.

Table 1. Classifications of GenAI-assisted Activities in ELT Across the Four Levels of the SAMR Model

SAMR Level	Description	Typical GenAI-assisted ELT Activities	Adapted from
Substitution	(No Functional Change) GenAI is a tool that will directly replace another tool [17]	Developing lesson objectives and lesson outlines	[3]
		Generating reading texts, dialogues and examples	[3, 5]
		Creating vocabulary lists	[3, 11]
		Translating and explaining language items	[5, 11]
		Designing grammar exercises and quizzes	[3, 17]

Augmentation	(Functional Improvement) GenAI improves upon a function [17]	Adapting materials for different proficiency levels	[3, 22]
		Creating teaching materials more efficiently	[5, 10]
		Providing AI-assisted feedback on students' work	[13, 5, 10]
		Developing rubrics and answer keys	[3]
		Supporting students' self-assessment and revision	[17, 13]
Modification	(Task Redesign) GenAI provides opportunity for a large-scale task redesign [17]	Designing AI-integrated learning tasks	[17]
		Students interact with GenAI for speaking or writing practice	[13, 17]
		Creating differentiated learning materials	[3, 22, 10]
		Students revise work using AI feedback	[3, 13]
		AI-supported project-based learning	[18]
Redefinition	(Creation of new tasks) Gen AI creates entirely new tasks that were previously impossible [17]	AI as a conversation partner	[13, 17]
		AI-supported co-creation of multimodal products	[5, 13]
		AI-assisted inquiry and independent research	[22]
		AI-based simulation of authentic communicative/professional scenarios	[13, 5, 17]
		Designing learning tasks impossible without AI	[19]

2.3. Previous studies

The SAMR model has been widely used to examine how technology is integrated into ELT. Studies consistently show that teachers' technology use is concentrated at the lower levels of the SAMR framework, particularly Substitution and Augmentation, while higher levels of Modification and Redefinition remain less common.

Several studies have investigated ICT integration in EFL classrooms using the SAMR model. For example, Rizkiyah (2025) [20] found that English lecturers demonstrated technology integration across all four SAMR levels. However, the most common practices were

still related to replacing or enhancing existing teaching activities rather than transforming learning. Similarly, Nuraeni et al. (2025) [18] reported that ICT integration in Indonesian universities was dominated by Substitution and Augmentation, especially for reading and listening tasks, whereas more transformative practices were observed mainly in speaking and writing activities. In the Vietnamese context, Nguyen (2024) [16] also found that university EFL teachers primarily used ICT at the lower SAMR levels, indicating that technology was generally employed to support existing teaching practices instead of redesigning learning tasks.

More recently, researchers have begun to apply the SAMR framework to investigate GenAI integration in ELT. Cao (2026) [3] reported that Vietnamese EFL lecturers mainly used ChatGPT for lesson preparation, vocabulary generation, grammar checking, and quiz development, representing Substitution and Augmentation practices. Modification-level applications, such as personalized materials and feedback, were less common, while Redefinition practices were rarely observed. Likewise, Nguyen and Dang (2026) [17] found that English teachers frequently used GenAI for administrative and lesson preparation purposes, whereas real-time AI-supported speaking activities and other transformative applications received the lowest ratings.

Previous studies suggest a consistent pattern: although digital technologies and GenAI are increasingly adopted in ELT, their use remains largely limited to improving teaching efficiency rather than transforming learning experiences.

Nevertheless, several limitations remain. First, most studies employed qualitative case-study designs with relatively small samples, limiting the generalizability of the findings [3, 16, 20]. Second, research on GenAI integration guided by the SAMR framework is still limited, particularly in Vietnamese higher education, where empirical evidence remains scarce. Third, while previous studies have described teachers' technology use, few have quantitatively examined the extent of GenAI integration across all four SAMR levels.

Therefore, the present study addresses these gaps by employing a quantitative survey to investigate EFL lecturers' self-reported GenAI integration practices across the four SAMR levels at a Vietnamese public university.

3. METHODOLOGY

3.1. Research design

This study employed a quantitative survey research design to investigate EFL lecturers' self-reported GenAI

integration practices in ELT. The SAMR model by Puentedura (2006) [19] served as the theoretical framework to examine the extent to which lecturers integrated GenAI into their teaching across the four levels of technology integration.

3.2. Research context and participants

This study was conducted at Hanoi University of Industry, a public university in northern Vietnam. The participants were EFL lecturers from the Faculty of Foreign Languages who were teaching English courses for non-English majors.

A convenience sampling method was employed because the participants were readily accessible to the researchers [6]. A total of 33 EFL lecturers participated in the study.

3.3. Research instrument

Data were collected using a self-administered online questionnaire developed in Google Forms. The questionnaire consisted of two sections.

Section 1: Demographic Information collected participants' background information, including gender, age, teaching experience, highest qualification, courses taught, frequency of GenAI use, and preferred GenAI platforms.

Section 2: GenAI Integration Practices, based on the SAMR Model, consisted of 20 items measuring lecturers' self-reported GenAI integration across the four SAMR levels. The questionnaire items were developed based on the SAMR model and adapted from previous studies on technology and GenAI integration in ELT, as illustrated in Table 1.

The 20 items in section 2 were rated on a five-point Likert scale, ranging from 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), to 5 (Very frequently), allowing lecturers to report how often they used GenAI in their teaching practices.

3.4. Data collection

The questionnaire was distributed online via Google Forms. Participation was voluntary, and all participants were informed that their responses would remain anonymous and be used solely for research purposes. A total of 37 responses were received. There were 4 invalid responses. After removing incomplete questionnaires, 33 valid responses were retained for data analysis.

3.5. Data analysis

The collected data were analyzed using IBM SPSS Statistics 27. Descriptive statistics, including percentages

(%), means (M), and standard deviations (SD), were calculated to describe participants' demographic characteristics and their GenAI integration practices.

Based on the 5-point Likert scale and Dawes' (2008) mean interval division, the mean (M) is divided into five equal intervals to interpret participants' ratings, specifically: 1.00 - 1.80 (very low), 1.81 - 2.60 (low), 2.61 - 3.40 (medium), 3.41 - 4.20 (high), and 4.21 - 5.00 (very high). This division is commonly used to support the clear and consistent interpretation of quantitative data [7].

4. RESULTS

4.1. Demographic information

Table 2 summarizes the demographic characteristics of the participants and their use of GenAI. Among the 33 EFL lecturers surveyed, the majority were female (97.0%), while only 3.0% were male. This gender distribution reflects the predominantly female composition of the EFL teachers in the department rather than a sampling bias. More than half of the participants were 30 - 39 years old (51.5%), followed by those under 30 and those aged 40 - 49 (both 21.2%). Most participants held a Master's degree (93.9%), whereas 6.1% had a Bachelor's degree. Regarding teaching experience, the largest group had 5 - 10 years of teaching experience (36.4%), followed by 11 - 15 years (27.3%) and over 20 years (18.2%).

Regarding GenAI use, none of the participants reported never or rarely using GenAI in their teaching. Nearly half reported using GenAI sometimes (45.5%), while another 45.5% used it frequently. Only 9.1% indicated that they used GenAI very frequently. In terms of GenAI tools, ChatGPT was by far the most widely used platform (97.0%), followed by Gemini (60.6%), Grammarly (48.5%), QuillBot (42.4%), Microsoft Copilot (24.2%), Canva AI (24.2%), and Claude (18.2%) (see Figures 3 and 4).

Table 2. Demographic information

Item	Values	Percentages (%)
1. Gender	Female	97.0
	Male	3.0
	Other	0
2. Age	Under 30	21.2
	30 - 39	51.5
	40 - 49	21.2
	50 and above	6.1
3. Educational level	Master's	93.9
	Bachelor's Degree	6.1

4. English teaching experience	Under 5 years	12.1
	5 - 10 years	36.4
	11 - 15 years	27.3
	16 - 20 years	6.0
	Over 20 years	18.2

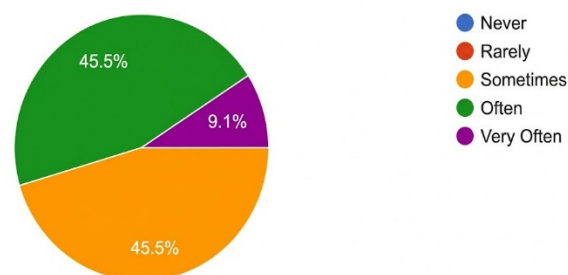


Figure 3. Frequency of GenAI use

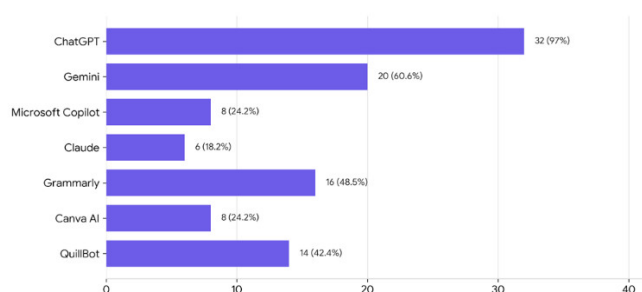


Figure 4. GenAI tools used

4.2. Main findings

4.2.1. Reliability statistics results

The internal consistency and reliability of the questionnaire were evaluated using Cronbach's alpha. As shown in Table 3, the overall instrument, comprising 20 items scaled across the four SAMR constructs, yielded an alpha coefficient of 0.940.

In quantitative educational research, a Cronbach's alpha score above 0.70 is considered acceptable, while values exceeding 0.90 indicate excellent internal consistency and exceptional reliability [8]. This high coefficient suggests that the 20 items have strong internal consistency in measuring the overall construct.

Table 3. Reliability Statistics for the Adapted SAMR-GenAI Questionnaire

Cronbach's Alpha	N of items
0.940	20

4.2.2. EFL teachers' GenAI integration in ELT

Substitution level

Table 4 presents EFL lecturers' GenAI integration practices at the Substitution level. Lecturers reported a moderate to high level of GenAI use for replacing

traditional teaching tools. Among the five practices, using GenAI to prepare questions or practice exercises for students (Item S5) was the most frequently reported activity ($M = 3.94$, $SD = 0.79$), followed by using GenAI to generate teaching materials such as reading passages, dialogues, or examples (Item S2: $M = 3.82$, $SD = 0.68$) and to translate or explain words, phrases, or sentences (Item S4: $M = 3.67$, $SD = 0.99$). These three activities fell within the high level of use ($M = 3.41 - 4.20$).

Table 4. Descriptive Statistics for EFL Lecturers' GenAI Integration at the Substitution Level

Item code	Statement	N	Mean	Std. Deviation
S1	I use GenAI to develop lesson objectives or outlines.	33	3.27	0.76
S2	I use GenAI to generate learning materials (e.g., paragraphs, dialogues, examples).	33	3.82	0.68
S3	I use GenAI to create vocabulary lists or language structures for lessons.	33	3.36	0.86
S4	I use GenAI to translate or explain words, phrases, or sentences.	33	3.67	0.99
S5	I use GenAI to design questions or practice exercises for students.	33	3.94	0.79
Valid N	(listwise)	33		

In contrast, using GenAI to create vocabulary lists or language structures (Item S3: $M = 3.36$, $SD = 0.86$) and to develop lesson objectives or lesson outlines (Item S1: $M = 3.27$, $SD = 0.76$) were reported at a moderate level ($M = 2.61 - 3.40$). The findings suggest that lecturers primarily used GenAI to support routine lesson preparation and material development rather than for broader instructional planning.

Notably, the Standard Deviation values across all items are relatively low ($SD < 1.0$), ranging from 0.68 to 0.99, with the lowest variance found in S2 ($SD = 0.683$). These standard deviations indicate relatively limited dispersion in participants' responses across the five items.

Augmentation level

Table 5 presents EFL lecturers' self-reported GenAI integration practices at the Augmentation level. Overall, the findings indicate a moderate to high level of GenAI use to enhance existing teaching activities. The most frequently reported practice was using GenAI to rapidly generate teaching materials or classroom activities ($M = 3.85$, $SD = 0.76$), followed by using GenAI to adapt

teaching materials to students' proficiency levels ($M = 3.64$, $SD = 0.70$) and to develop assessment rubrics or answer keys ($M = 3.48$, $SD = 0.80$). These practices were rated at the high level ($M = 3.41 - 4.20$).

Table 5. Descriptive Statistics for EFL Lecturers' GenAI Integration at the Augmentation Level

Item code	Statement	N	Mean	Std. Deviation
A1	I use GenAI to adapt learning materials to match students' proficiency levels.	33	3.64	0.70
A2	I use GenAI to rapidly generate learning materials or teaching activities.	33	3.85	0.76
A3	I use GenAI to provide feedback or comments on students' work.	33	3.33	0.78
A4	I use GenAI to develop assessment rubrics or answer keys.	33	3.48	0.80
A5	I guide students to use GenAI for self-assessment and improvement.	33	3.30	0.92
Valid N	(listwise)	33		

In contrast, using GenAI to provide feedback on students' work ($M = 3.33$, $SD = 0.78$) and guiding students to use GenAI for self-checking and improving their work ($M = 3.30$, $SD = 0.92$) were reported at the moderate level ($M = 2.61 - 3.40$).

The standard deviations ranged from 0.70 to 0.92, indicating a relatively consistent pattern of responses among the participants. The smallest standard deviation was found for adapting teaching materials ($SD = 0.70$), suggesting greater agreement among lecturers, whereas guiding students to use GenAI for self-regulated learning showed the greatest variation ($SD = 0.92$), indicating differences in lecturers' adoption of this practice.

Modification level

The data in Table 6 indicate a moderate level of GenAI integration for redesigning teaching and learning activities, with mean scores ranging from 2.82 to 3.42. Item M3 (using GenAI to design customized learning materials or tasks for specific student proficiency groups) achieved the highest mean score within this construct ($M = 3.42$, $SD = 0.83$). This suggests that lecturers are highly receptive to using GenAI as an intelligent backend partner to facilitate differentiated instruction. Additionally, Item M5 (designing project-based or collaborative AI activities) also reflects a moderate adoption rate ($M = 3.12$, $SD = 1.19$).

Table 6. Descriptive Statistics for EFL Lecturers' GenAI Integration at the Modification Level

Item code	Statement	N	Mean	Std. Deviation
M1	I design learning activities that require students to use GenAI to complete learning tasks.	33	2.82	1.16
M2	I organize activities in which students interact with GenAI to practice English language skills.	33	2.82	1.01
M3	I use GenAI to design teaching materials or learning tasks tailored to different groups or proficiency levels of students.	33	3.42	0.83
M4	I ask students to revise their work based on feedback generated by GenAI before submitting it.	33	2.82	1.18
M5	I design project-based learning activities that require students to use GenAI.	33	3.12	1.19
Valid N	(listwise)	33		

Conversely, activities that involve students' direct hands-on interaction and critical engagement with AI represent the lowest tier of practice. Specifically, Item M1 (students completing tasks via AI), Item M2 (students interacting with AI to practice language skills), and Item M4 (students revising work based on AI-generated feedback) all tied for the lowest mean score of 2.82.

Crucially, the Standard Deviation values for almost all items (except M3) exceed the 1.0 threshold, peaking at 1.19 for M5 and 1.18 for M4. This wide data dispersion suggests notable variability in responses among the teachers.

Redefinition level

Table 7. Descriptive Statistics for EFL Lecturers' GenAI Integration at the Redefinition Level

Item code	Statement	N	Mean	Std. Deviation
R1	I design activities where students converse directly with GenAI as an interlocutor.	33	2.70	1.29
R2	I require students to use GenAI to co-create learning artifacts (e.g., podcasts, videos, short stories, or presentations).	33	2.64	1.30
R3	I guide students to use GenAI to execute independent exploration and research-driven learning projects.	33	2.73	1.10

R4	I guide students to use GenAI to simulate authentic communicative or professional scenarios that are difficult to organize in a traditional classroom.	33	2.55	1.09
R5	I design learning activities where GenAI plays an essential role, and the task could hardly be performed without AI.	33	2.36	1.22
Valid N	(listwise)	33		

The data in Table 7 reveal that EFL lecturers integrate GenAI at the Redefinition level with a relatively low to moderate frequency. Across all five items (R1 to R5), the mean scores range from 2.36 to 2.73.

Among the five practices, R3 (guiding students to use GenAI for independent exploration and research-driven learning projects) received the highest mean score ($M = 2.73$, $SD = 1.10$), followed by R1 (designing activities in which students converse directly with GenAI as an interlocutor) ($M = 2.70$, $SD = 1.29$) and R2 (requiring students to use GenAI to co-create learning artifacts such as podcasts, videos, short stories, or presentations) ($M = 2.64$, $SD = 1.30$). These practices were classified as having a moderate level of GenAI integration.

Conversely, R4 (guiding students to use GenAI to simulate authentic communicative or professional scenarios) ($M = 2.55$, $SD = 1.09$) and R5 (designing learning activities in which GenAI plays an essential role and the task could hardly be completed without AI) ($M = 2.36$, $SD = 1.22$) were rated at the low level.

Notably, the Standard Deviation values across all items are relatively high ($SD > 1.0$), reaching peak variance in R2 ($SD = 1.30$) and R1 ($SD = 1.29$). This high dispersion highlights a significant gap in digital pedagogical competence among the surveyed faculty, indicating that while a few educators frequently experiment with AI redefinition, a large portion of the staff rarely attempts it.

Table 8. Overall Comparison of EFL Lecturers' GenAI Integration Across the Four SAMR Levels

	N	Mean	Std. Deviation
Substitution	33	3.61	0.59
Augmentation	33	3.52	0.57
Modification	33	3.00	0.93
Redefinition	33	2.59	1.11
Valid N (listwise)	33		

Table 8 compares EFL lecturers’ self-reported GenAI integration across the four levels of the SAMR model. The results show a gradual decline in GenAI integration as the levels move from Substitution ($M = 3.61$) and Augmentation ($M = 3.52$) to Modification ($M = 3.00$) and Redefinition ($M = 2.59$). This pattern suggests that lecturers use GenAI more frequently for replacing or improving existing teaching tasks than for redesigning or creating new learning experiences.

The standard deviations also increased across the four levels, from 0.59 at the Substitution level and 0.57 at the Augmentation level to 0.93 at the Modification level and 1.11 at the Redefinition level. This indicates that lecturers showed relatively similar practices at the lower SAMR levels but greater differences in their use of GenAI for more advanced and transformative teaching activities.

5. DISCUSSION AND IMPLICATIONS

The present study investigated EFL lecturers’ self-reported GenAI integration practices in ELT using the SAMR framework. Overall, the findings indicate that lecturers integrated GenAI more frequently at the Substitution and Augmentation levels than at the Modification and Redefinition levels. This suggests that GenAI is currently used mainly to support and improve existing teaching practices rather than to transform learning activities. The overall pattern is consistent with the hierarchical nature of the SAMR model, in which technology integration tends to decline as teachers move from enhancement to transformation [19].

Enhancement region (Substitution and Augmentation)

At the Substitution level, lecturers reported frequent use of GenAI for routine teaching tasks such as generating teaching materials, preparing exercises, and translating or explaining language items. These activities mainly replaced traditional tools without substantially changing teaching practices. This finding supports previous studies showing that language teachers commonly use GenAI for lesson preparation, material development, and administrative tasks [3, 10, 17]. Similarly, Kohnke et al. (2023) [11] argued that GenAI functions as a practical teaching assistant by helping teachers prepare instructional materials more efficiently.

A similar pattern was observed at the Augmentation level. Lecturers frequently used GenAI to adapt teaching materials, generate classroom activities, and develop assessment rubrics. These practices demonstrate that GenAI enhances existing teaching tasks by improving

efficiency and providing additional support, rather than fundamentally changing classroom instruction. This finding is consistent with Kohnke and Zou (2025) [10], who suggested that many current applications of GenAI focus on improving traditional teaching activities through immediate feedback, material adaptation, and automated content generation. It also aligns with Tafazoli (2024) [22], who emphasized that GenAI can personalize learning materials and support teachers’ professional practices.

Transformation region (Modification and Redefinition)

In contrast, GenAI integration became less common at the Modification level. Although lecturers reported using GenAI to design differentiated learning materials, they were less likely to involve students in AI-supported learning tasks, such as interacting with GenAI during language practice or revising their work based on AI-generated feedback. These findings suggest that, among the surveyed lecturers, GenAI was used more often as a teacher-facing instructional support tool than as a learning partner directly used by students. A similar trend was reported by Nguyen (2024) [16], who found that Vietnamese university teachers mainly integrated technology at the Substitution and Augmentation levels. Likewise, Nuraeni et al. (2025) [18] observed that transformative ICT integration occurred less frequently than enhancement-oriented practices in EFL classrooms.

The Redefinition level received the lowest mean scores among the four SAMR levels. Activities requiring students to engage in authentic AI-supported communication, co-create learning products, or complete AI-dependent learning tasks were reported only occasionally. These findings indicate that Redefinition-level uses of GenAI were relatively uncommon among the surveyed lecturers. This result is comparable with those of Cao (2026) [3], who found that ChatGPT was mainly used for grammar checking, brainstorming, and lesson planning, while only a few lecturers implemented AI-supported activities that fundamentally changed learning experiences. Similarly, Nguyen and Dang (2026) [17] reported that teachers frequently used GenAI for administrative and preparatory purposes but rarely adopted advanced applications such as real-time AI-supported speaking practice.

Another notable finding is that the standard deviations increased from the Substitution and Augmentation levels to the Modification and

Redefinition levels. This indicates that lecturers showed relatively similar practices when using GenAI for routine teaching tasks but differed considerably in their adoption of more advanced AI-supported instructional practices. One possible explanation is that more transformative uses may require greater technological knowledge, pedagogical creativity, and confidence; however, these factors were not measured in the present study. Previous studies have similarly suggested that teachers differ substantially in their readiness to integrate emerging AI technologies into innovative classroom practices [1, 24].

Overall, the findings indicate that EFL lecturers at the participating Vietnamese university have begun integrating GenAI into their teaching, but this integration remains concentrated at the enhancement levels of the SAMR model. To promote more transformative uses of GenAI, The participating university may consider professional development that focuses not only on technical skills but also on designing AI-supported communicative tasks, project-based learning, and authentic learning experiences. Such support may help lecturers move beyond using GenAI as a productivity tool toward using it as a catalyst for innovative ELT.

6. CONCLUSION

This study examined EFL lecturers' self-reported GenAI integration practices in ELT using the SAMR framework. The findings revealed that lecturers integrated GenAI most frequently at the Substitution and Augmentation levels, mainly for lesson preparation, material development, and assessment support. In contrast, the Modification and Redefinition levels were reported less frequently, suggesting that GenAI has not yet been widely used to redesign learning activities or create new AI-supported learning experiences. These findings indicate that GenAI is currently used primarily to improve or enhance teaching efficiency rather than to transform teaching and learning practices.

This study contributes context-specific, self-reported evidence on GenAI integration through the SAMR model at one Vietnamese university. The findings may help universities and teacher educators better understand current GenAI practices and design professional development programs that support more meaningful and transformative AI integration in ELT.

This study has several limitations. It involved a relatively small sample of lecturers from a single university and relied on self-reported questionnaire data. Therefore, the findings cannot be generalized to all EFL

contexts in Vietnam. Future research could include larger multi-institutional samples, combine surveys with classroom observations or interviews, and further examine the dimensional validity of the adapted SAMR-GenAI questionnaire.

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