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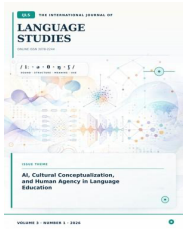

Blended Learning and AI-Supported English Instruction for Tourism Students: Reported Outcomes, Teacher Barriers, and Pedagogical Roles

Tran Thuy Quynh My[1]; Tran Thuy Tram Anh[2]
[1, 2] University of Finance – Marketing, Viet Nam
Corresponding author: Tran Thuy Quynh My — e-mail: ttq.my@ufm.edu.vn

Abstract

English language education in higher education has been witnessing many possibilities, changes and adjustments thanks to the rapid development of blended learning and artificial intelligence (AI). However, evidence concerning the application of blended learning and AI in teaching and learning English for tourism major students, particularly in Vietnam, remains fragmented. Drawing on studies published recently and identified through major academic databases about blended learning, AI-supported English learning, and tourism English, with the attention to Vietnamese higher education, this systematic literature review aims to synthesize existing evidence on the reported effectiveness as well as barriers of applying blended learning and AI in teaching English to tourism students. Based on the findings, recommendations will be provided on teaching methods and curriculum program to enhance the outcomes of this practice.

Keywords: *barriers; effectiveness; AI; blended learning; English class; higher education; tourism*

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1. Introduction

The dramatic development of technology and the rising demand for flexible learning models have transformed the landscape of English language education in higher education. Among the most established developments is blended learning, which combines traditional face-to-face instruction with online learning components, digital resources, and technology-mediated interaction. This helps increase students' engagement in learning activities as well as accommodate diverse learning styles and schedules, making education more accessible. More recently, AI, particularly large language model applications such as ChatGPT, has brought additional possibilities for language practice, simulated professional conversations, immediate feedback, content creation, and customized learning. Together with AI, blended learning is enriched with personalized learning experiences and adaptive assessment tools that can improve teaching practices, allowing educators to focus more on instructional quality and learner support.

These are strongly relevant to English for Tourism because tourism professionals need to master English skills not only for communication but also for highly contextualized professional interactions involving foreign customers, destinations, services, and intercultural situations. Therefore, for tourism learners, English can be seen as one of the professional responsibilities,

and blended learning offers possible responses to these needs since it can bring students online and up-to-date materials, asynchronous activities, digital communication, and opportunities for independent practice.

However, there are still challenges when applying blended learning in teaching English to non-English major students, particularly those from tourism major, such as limited technological resources, insufficient training in blended learning methodologies, and various levels of student preparedness. In addition, the use of AI might create pedagogical and ethical challenges. Concerns regarding academic integrity, privacy, critical thinking, and reduced human interaction further complicate the implementation of AI in English language education. Also, the potentially negative impacts of too much dependence on technology, which may reduce the students' opportunity to practice language in real situations, need to be considered carefully. Therefore, based on works published recently in reputable scientific journals and reliable sources, this paper presents a literature review of the effectiveness of blended learning and AI in teaching English language for students majoring in tourism as well as the barriers teachers face in applying these approaches in language education.

In this review, blended learning is seen as the educational environment in which face-to-face and online learning are deliberately integrated while AI is treated as a technological and pedagogical component within that environment. AI may be incorporated into online practice, classroom activities, feedback, or assessment, but it does not constitute blended learning itself. The intersection of blended learning, AI, English language education, and English for tourism students will be examined to figure out what current research demonstrates, and what conditions need to be considered when AI is incorporated into blended English for tourism education.

2. Literature Review

2.1. Blended Learning

2.1.1. Theoretical frameworks

With the combination of face-to-face instruction and online learning activities in a purposeful learning design, blended learning has become an increasingly important approach in higher education. According to Graham (2006, as mentioned in Hrastinski (2019)), blended learning systems combine face-to-face instruction with computer-mediated instruction. Rather than simply adding technology to learning and teaching process, blended learning provides "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison & Kanuka, 2004). This is significantly relevant to English language education because learning a language requires continuous exposure, practice, interaction, feedback, and chances for autonomous learning. Yu et al. (2025) in their meta-analysis of 133 empirical studies involving 18,464 participants find that blended learning has an upper-medium positive effect on students' learning performance, although the magnitude of the effect varied according to factors such as teaching method, the proportion of online learning, types of interaction, region, and publication year. These findings suggest that blended learning can be effective, but its success depends on how online and face-to-face components are pedagogically integrated.

Driscoll (2002, as mentioned in Hrastinski (2019)) states that blended learning has taken on several forms, such as combining modes of web-based technology, pedagogical approaches, instructional technologies and actual job tasks. In other words, this teaching method embraces digital based learning with traditional teaching methods and settings, creating a blend between teacher-led and student-driven learning. Interactions between teachers and learners might happen in both virtual class and face-to-face classroom. Besides, the delivery of instruction from teachers, the supply of available course materials, the inform of learning activities as well as extra class activities can also take place directly in person or be given through Internet-based educational platforms. Blended learning, according to Watson (2008), is a major segment of a continuum between fully online and traditional face-to-face settings. From that, the author categorizes blended learning into following groups:

(1) Fully online curriculum with all learning done online and at a distance and no face-to-face component,

(2) Fully online curriculum with options for face-to-face instruction, but not required,

(3) Mostly or fully online curriculum with select days required in classroom or computer lab,

(4) Mostly or fully online curriculum in computer lab or classroom where students meet every day,

(5) Classroom instruction with significant, required online components that extend learning beyond the classroom and beyond the school day,

(6) Classroom instruction integrating online resources, but limited or no requirements for students to be online,

(7) Traditional face-to-face setting with few or no online resources or communication.

(Watson, 2008, p. 6)

It, in the end, depends on teachers and learning constructors to decide and offer blending learning models and activities that best suit the subject, the learners' needs, the available resources, the learning environments, and the curriculum requirements.

2.1.2. Benefits of blended learning

Khan et al. (2022) state that blended learning brings a lot of benefits to learners who learn different things in different ways with its multiple ways of combination teaching and learning approaches. Besides, since blended learning can integrate and utilize many learning delivery methods directly and on virtual classrooms, it helps to reinforce students' engagement, learning and retention. Moreover, learners can also control their own learning process and learning pace.

For learners of higher education programs, it cannot be denied saying that they should have more ownership over their education. Therefore, blended learning, with its significant benefits mentioned above, helps to bring an additional level of autonomy to learners, which, in turn, demands them to invest their time as well as their effort for learning programs that take place both in face-to-face classroom and online-based ones. This approach of education also offers learners more flexibility, allows students with complicated schedules to get success in their learning process. Besides that, blended learning gives them greater participation, responsibility and commitment in their learning. By offering learners interactive learning process, students

tend to engage in their learning more actively and responsibly. It helps students to become independent learners since they can study at any time that suits them best and in any way that they prefer, which in turn helps them feel more engaged with the course.

Interaction between teachers and learners, or among learners in higher education is another important aspect of advanced educational programs. Thanks to the combination of in person and online learning, teachers and students can take more advantage of academic interaction and discussion (Johnson, 2014).

The advantages of blended learning are especially relevant to foreign language learning. Online components can give students opportunities to access learning materials, practice vocabulary and grammar, or other activities at their own pace. Meanwhile, face-to-face class can be used for direct interaction, communication, clarification, collaborative activities, and feedback. Therefore, blended learning can potentially address one of the major limitations of English class: insufficient time for students to practice English.

However, to apply blended learning effectively, students need to have appropriate digital literacy, self-regulation, motivation, and time management skill. Besides, teachers also need to design coherent relationship between online and classroom activities. If the online component is not linked with classroom instruction, students may perceive it as additional workload rather than an important integral part of their learning process. When investigating Vietnamese university students' perceptions of blended learning in EFL classes, Tran (2024) reports that students recognize both the benefits and challenges of blended learning. However, students report technical problems and difficulties with time management skill and self-regulation. The study also finds that speaking and pronunciation are more difficult to develop than some other language skills because online learning provides fewer opportunities for real-time interaction and feedback. This is important for the present study because tourism students require considerable time for practicing oral communication. Blended learning can provide flexibility and additional learning opportunities, but it needs to be designed in a way that maintains real time interaction and communication. This is where AI may make an important contribution.

2.2. AI as a Pedagogical Tool in Language Education

Recent research has been increasingly focused on how AI can affect to second and foreign language education, as AI's advancements directly change the approaches of teaching and learning. Along with its range of applications, there are some criticisms drawn from the integration of AI into educational settings (Mohamed, 2024; Kristiawan et al., 2024). Mohamed (2024) notes that the AI application may raise some ethical issues regarding data privacy and safety, addressing some underlying problems of how to balance between user dependence and autonomy. Additionally, he expresses concerns about the impact of generative AI on changes in job opportunities. Kristiawan et al. (2024) also state that the operation of AI should be adhere to constructivist principles, including techniques like scaffolding and promoting active learning. Although concerns about safety and ethics remain, the revolution of AI is inevitable. The more promising areas of AI are explored, the more significant advancements it may give to education. In other words, it is important to recognize that some aspects of AI are in the need for deeper investigation (He, Cao, & Tan, 2025).

On the other hand, AI has also proved its huge potential impact on students' learning development, embedded in many routine functions that support cognitive tasks, for example, searching, recommending, translating, and more recently, generative AI application such as ChatGPT. Since ChatGPT appeared in 2022, it has opened a wide door to the world knowledge and expanded the teaching-learning methods in many fields, particularly in language acquisition. ChatGPT can communicate in over 80 languages and handle a wide range of text-based tasks. It can also produce content in various formats, including visual and audio (He, Cao, & Tan, 2025). Undeniably, AI integrations have demonstrated significant breakthroughs in tools designed for foreign language education.

The impact of AI has been systematically examined when supporting learners through functions such as automated writing correction, text summarization, and real-time assistance (Zhao et al., 2024). AI also holds considerable potential to enhance learning, particularly when integrated with advancements in lecture transcription technologies (Hubble & Bolton, 2021). This combination may represent a substantial progression in educational support systems. However, again, thorough investigation is necessary to evaluate their actual impact and effectiveness as it has not yet explicitly applied to a wide range of learners.

For language education, Wu (2024) suggests that AI can contribute positively to second language learning. His meta-analysis finds that AI interventions have an important positive effect on language learning outcomes. Especially, the effects are particularly strong in online and blended learning environments, among higher-education learners and young adults. AI also supports listening and speaking, while producing good effects on writing and vocabulary development. Moreover, AI interventions are associated with increased motivation, reduced language anxiety, and greater willingness to communicate.

In addition, generative AI has further expanded the possibilities of AI in assisting language learning. Unlike earlier rule-based chatbots that were restricted to predetermined conversations, generative AI can produce context-based responses to engage language learners in relatively flexible interactions. A recent systematic review of 49 empirical studies published between 2023 and 2024 with higher education was the dominant research context and English was the most frequently investigated target language conducted by Lee et al. (2026) identifies several roles of generative AI in language learning, including acting as a feedback provider, learning tutor, cognitive stimulus, interaction facilitator, and conversation partner. However, the review also points out significant pedagogical challenges such as inaccurate content, inappropriate responses, overreliance on AI, pedagogical limitations, and academic integrity. Similarly, another systematic review of 70 empirical studies on ChatGPT in ESL/ EFL education by Lo et al. (2024) finds both substantial affordances and drawbacks. Main benefits include increased learning opportunities, personalized learning process, and teacher support, whereas incorrect information, privacy issues, and academic dishonesty are related concerns.

Therefore, AI should not be seen as a replacement for language teachers; however, it can function as an additional learning resource or partner within a carefully designed instructional system. This distinction is extremely important when AI is integrated into blended learning.

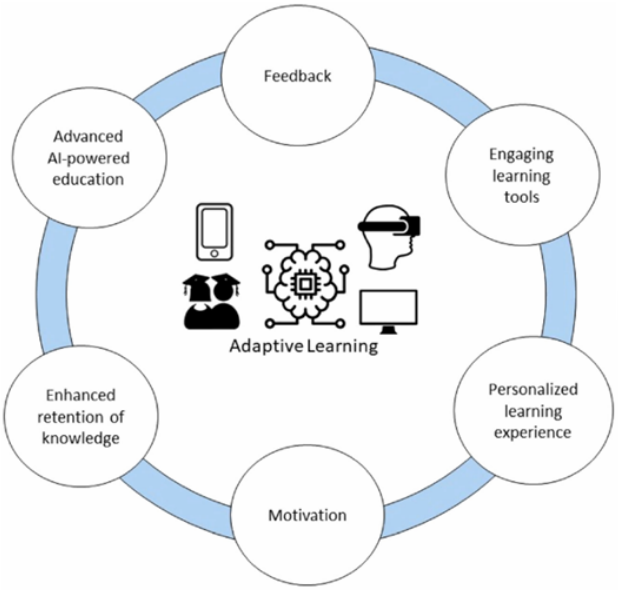
2.2.1. AI-driven adaptive learning for tourism students

Digitalization requires the transformation in learning methods to facilitate students' distinctive abilities and help them to achieve sustainable development. Strielkowski et al. (2024) state that the use of new technology must be considered as a digital support for learners' individual need and personalised experiences. These efforts, they emphasize, are to develop a well-educated, innovation-driven workforce to promote economic growth for a future grounded in sustainability.

The COVID-19 pandemic has triggered digital acceleration in adaptive learning. This shift can be seen clearly in educational curriculums which focus more on students' competence, their learning speed, and preferred learning styles (Khan et al., 2022). Historically, students' academic performance was largely influenced by their instructors and educational institutions, with surrounding learning environments exerting a significant impact on their cognitive development and mindset. To the present time, learner-centered orientation and blended learning methods are the focus, leading to the other concerns. Alashhab et al. (2021) claim that the current matter is no longer about how to locate information, but about determining appropriate source, evaluating the relevance, and making informed interpretations of the collected data. These authors demonstrate modern adaptive learning by a framework below.

Figure 1

The Framework for Modern Adaptive Learning Using Personal Computing, Mobile Computing, as well as Spatial Computing



Note. Reprinted from AI-driven adaptive learning for sustainable educational transformation by W. Strielkowski, V. Grebennikova, A. Lisovskiy, G. Rakhimova, & T. Vasileva, 2024, Sustainable Development, 33(2), p. 1923, https://doi.org/10.1002/sd.3221. Copyright 2024 by Wiley. Reprinted with permission.

The framework is built upon key technological foundations, including personal, mobile, and spatial computing. Noticeably, the demonstration emphasizes the correlation of interactive tools with the enhance in other components such as personalized learning, enthusiasm, and digital

feedback systems. Additionally, it shows the positive effect of knowledge retention on learners' enthusiasm.

Moreover, the enhancements in learning experience cannot be excluded from e-learning model. Apart from joining classes in person, learners now can follow the lessons online and track their learning progress more actively. Such strategies offer support for both educators and AI-driven instructional systems when help maintain learners' long-term motivation, guide and encourage their active engagement, hence increasing learners' autonomy (Joshi et al., 2021). In addition, Khan et al. (2022) find that AI and big data help facilitate the learning experience during the pandemic, particularly in higher education. Clearly, the potential benefits of these advancements provide unlimited support to learners, provided they are willing to explore and apply the available tools.

In the field of tourism, students should manage to keep a balance between academic knowledge and practical application, which is expectedly built from a balanced curriculum including business strategy, customer service, intercultural communication, and sustainable development. With the ability to provide wide variety of educational resources on learning management system (LMS) in alignment with students' levels and specific contexts, adaptive learning technology such as blended learning and AI-supported learning may create more practical and personalized experience for them (Malelak, Nazar & Conterius, 2024).

In conclusion, with the integration of machine learning and accessible multimedia technologies, there are favourable conditions for language learners, especially tourism learners, to develop their skills more efficiently and to their perspective needs.

2.2.2. AI-driven assessment tools

Along with the concerns about learning supports, the introduction of AI has led to the question of whether it should be used for assessment. According to Gobert et al. (2012), big data analysis provides a timely and accurate assessment of students' performance by tracing and using their data scientifically. While in the conventional learning and teaching methods, students are evaluated by their homework and summative assessments, this innovation helps educators save time and resources when they examine their learners in time and in a structured manner. Through the application of new technologies, teachers are able to both monitor students' progress and ensure the education efficiency. On the other hand, learning outcomes are enhanced since students get more precise feedback and intensified learning refinement.

2.3. The Review of Related Studies

The review focuses primarily on eligible literature published between 2020 and 2026 in reliable scholarly databases, concerns higher education, and addresses at least one of these components of the review: blended learning, AI-supported English learning, and English language education for tourism learners. Papers involving Vietnamese EFL learners or tourism students receive particular attention. Studies that do not focus on university-level education or discussed AI without a meaningful connection to English learning, tourism education are generally excluded. The beginning of this period captures the increasing institutionalization of blended and online learning in higher education, especially during and after the COVID-19 pandemic, while the later one reflects the strong contribution of AI following the rapid development of ChatGPT in

late 2022. Earlier publications were considered only when they were necessary to build essential conceptual or methodological foundations.

2.3.1. Impacts on learner outcomes

In terms of proficiency and self-regulation, Guan et al. (2024) find notable enhancements in learners' English proficiency and self-regulatory abilities when using generative AI in informal digital learning environments. This suggests AI's potential to directly improve core language skills and learning autonomy. Similarly, Zhao et al. (2024) state that ChatGPT supports students in various writing tasks, including assignment prompts, generating appropriate responses, and aiding idea organization. Interestingly, they note that students with greater English proficiency appeared to rely less on AI-based tools, suggesting AI might serve as a scaffold, particularly for those who need more support.

Other review articles highlight that AI makes education more personalized and customized to meet global requirements for second language education (Strielkowski et al., 2024). Through a comprehensive bibliometric analysis of 3,518 publications from 1990 to 2024, the findings emphasize the role of digital transformation in adaptive learning, especially after the COVID-19 pandemic. They believe that conventional teaching and learning methods are changing to be more learner-centered. Guan et al. (2024) further detail this by noting AI's capacity for providing immediate feedback and personalized learning pathways, which contribute to a more immersive learning environment. In that way, students may experience real interactions and flexibly respond to different types of customers in service industry.

In addition to the general development of learners, some influences on affective factors such as motivation, attitudes, and anxiety are also put into consideration. Regarding motivation, the findings are nuanced and somewhat divergent across studies. Guan et al. (2024) conclude that generative AI has no significant effect on learning motivation in their meta-analysis. In contrast, AlTwijri and Alghizzi (2024) find a general positive attitude among learners toward the use of chatbots in language learning, indicating a high perception of AI integration in blended learning. This positive perception could implicitly link to motivation; however, they still suggest a need for deeper research into AI's impact on emotional responses. This difference may stem from the specific type of AI (chatbots) or the learning context (informal classes). For instance, AlTwijri & Alghizzi (2024) report that chatbots are believed to reduce anxiety during lessons, though this is not a universal finding across all literature.

Furthermore, there is a close connection between AI and the tourism industry. AI can be utilized to improve hotel operations, enrich guest experience, and facilitate data management and analysis (Malelak, Nazar & Conterius, 2024). Consequently, service quality is considerably enhanced when learners develop the ability to use AI to predict future demands of tourists, manage booking procedures, optimize and personalize service based on guest feedback.

2.3.2. Ethical concerns and challenges of AI integration

One consistent concern across multiple studies is data privacy (Strielkowski et al., 2024; Mohamed, 2024). Mohamed (2024) provides a more comprehensive view, highlighting risks in data privacy and algorithm bias, as well as potential compromises in students' AI integrity. One noticeable result from his work is a framework providing ethical instructions for AI adaptation

in education systems. In comparison to the studies of Strielkowski (2024), this paper demonstrates a wider range of ethical considerations and indicates a key concern regarding educators' efforts to balance between AI admissions in classrooms and the imperative of ensuring equitable access to education for students from different origins.

Strielkowski et al. (2024) also raise the issue of over-dependence on AI technologies. Nguyen et al. (2023) support this concern by claiming that students are becoming more dependent on AI algorithms. The two studies focus on the influence of adaptive learning and AI integration, particularly after the transformed learning methods due to the COVID-19 pandemic. Similarly, Zhao et al. (2024) identify specific concerns among students regarding plagiarism and information accuracy when using generative AI tools like ChatGPT. This underscores the need for developing student capabilities in discerning reliable AI outputs.

2.3.3. Pedagogical shifts and the evolving role of educators

Mohamed (2024) points out the significant challenge for educators to balance AI admissions in classrooms with the imperative of ensuring equitable access to education for students from diverse backgrounds. This highlights a crucial ethical dimension beyond individual user concerns.

The integration of AI also facilitates a shift from conventional teaching methods to more learner-centered and customized approaches, as emphasized by Strielkowski et al. (2024). This aligns with the principles of adaptive learning. Furthermore, the increasing need of online learning has brought some challenges to all educators. Guan et al. (2024) implicate a need for changing pedagogy methods in AI-supported education to foster greater student engagement, especially in informal educational settings. Mohamed (2024) recognizes and reaffirms that point, addressing the evolving role of teachers in AI-driven education, and suggesting a transition from content deliverers to facilitators of AI-enhanced learning experiences.

In relation to assessments, Zhao et al. (2024) explore how ChatGPT impacts students' writing practices in higher education, finding individualistic use patterns and concerns about plagiarism. In their research, there were 23 participants at higher education from different nations, who had experience in writing dissertations or theses, at the time that there was no specific policy about using AI. The findings have reinforced the theory that students employ a diverse range of digital tools for their writing. With distinctive participants who have high digital literacy, AI performs a distinct role - supporting users by assignment prompts, giving appropriate responses to task requirements, and supporting idea organization. Interestingly, students demonstrating greater proficiency in English appeared to rely less on AI-based tools. Notably, the authors propose a model of generative AI literacy as a crucial framework for assessing student capabilities in effectively and ethically using AI tools, which contributes significantly to the future research. However, this study includes some limitations such as limited number of participants and basic research methods.

2.3.4. Implications for blended learning, AI and future research

Most studies support the integration of AI into educational settings, which is a core component of blended learning. AlTwijri and Alghizzi (2024) explicitly note learners' high perception of AI integration in blended learning. The shift towards personalized and customized learning,

supported by AI, aligns well with the flexible nature of blended environments. Moreover, when investigating intercultural communicative competence among 628 undergraduate tourism students in central Vietnam, Trang and Phuong (2023) figure out the importance of authentic materials and real-life learning experiences for students preparing for tourism-related careers. The paper demonstrates that tourism English education needs to address communication in realistic professional and intercultural situations rather than focusing exclusively on linguistic knowledge. This suggests a clear rationale for considering AI within blended learning. AI can bring tourism students opportunities to practice tourism-related communication through simulated interactions; however, this should be seen as a pedagogical possibility rather than evidence that AI has already produced such outcomes among Vietnamese tourism students in their English learning process.

Previous studies also highlight critical areas for continued investigation and action. Firstly, there is a constant need for deeper and more sustained research to fully assess AI's impact on learners' emotional responses, and to gain more empirical insights into its role in enhancing language authenticity and second language acquisition. Secondly, it is important to address existing challenges related to ethics, privacy, bias mitigation, and equitable access through strategic implementation and collaboration. Furthermore, the development of generative AI literacy models is crucial for equipping students to navigate AI tools responsibly. Learners should not only have positive attitude to AI, but they also need to apply these tools more systematically and smartly.

In conclusion, these studies collectively portray AI as a transformative force in language education and blended learning, offering significant benefits in terms of personalization, proficiency enhancement, and self-regulation. However, they equally underscore the imperative to address ethical concerns, develop AI literacy, and adapt pedagogical strategies to harness AI's potential effectively and equitably.

3. Discussion and Recommendations

3.1. Roles of Teachers When Applying Blended Learning and AI in English Classes

Teaching and learning foreign languages, especially at the higher level of education, is a long-term process that always requires a lot of discipline, practice, self-discipline, self-study, and interaction between teachers and learners. In addition, learning a language is not only learning about language components or language skills but also about the culture, the society, the entire world in which the language origins and develops. Thanks to the flexible application and conversion between online mode and in person learning environment with the support of AI, these challenges of foreign language learning can be partly overcome. Online communication tools offer a huge source of information for foreign language learners to explore and make it possible to carry out learning and teaching activities in a foreign language class, as Beetham and Sharpe (2013) believe that the application of technology in foreign language learning and teaching brings the opportunity to manage the teaching and learning process of that language more smoothly. Nowadays, thanks to the rapid development of the Internet, especially AI, together with a wealth of learning and teaching foreign language resources, from pronunciation audio records to high quality demonstrating videos, online grammar lessons and explanations

to games, apps for self-practice language skills to websites providing tutorials and assessments, all brought into blended learning to support learning and teaching foreign language process, make it easier, more suitable and at convenience of advanced learners as well as boost their language acquisition.

In foreign language class, with the application of blended learning and AI, teachers' roles change to suit the classroom approach and the use of blended learning. Beside traditional roles of a teacher in a foreign language class, such as knowledge provider, facilitator, manager, controller, assessor, and evaluator, blended learning asks teachers to become a coach and also a mentor. This shift gives teachers more profound influence and effect on students' learning process. With blended learning and AI support, students engage in the learning process more, in other words, self-control over their study, become more independently, and develop their self-reliance. As a result, teachers provide more individual supports and individualized instruction for each student as a coach, or mentor, in order to deeply observe how each student is doing and control what he or she is doing. Specifically, in a foreign language classroom, where the improvement of individual learner is a must and need-to-be-visible, the role of the teacher as a coach is more and more important. Thanks to that, teachers have the opportunity to deepen and strengthen their relationships with learners, which in turn can give teachers insights into students' personal struggles to better assist them in their learning process.

In summary, blended learning and AI combine aspects of direct instruction and guidance from teachers in brick-and-mortar classrooms with ones from other forms of instruction delivered through electronic or online media, shifting teachers' roles from a knowledge transferer to a much alike coach and mentor. Understanding new roles of foreign language teachers in blended learning language programs can provide important insights into the improvement of foreign language learners as well as their engagement through personalized and customized learning processes, especially in teaching English for tourism students.

3.2. Barriers for Teachers in Higher Education to Apply Blended Learning and AI in English Classes for Tourism Students

The support of technology and the Internet brings many benefits to foreign language teaching and learning, however, there are also many barriers that teachers need to overcome to successfully apply this teaching approach in their teaching programs.

Since English is not the dominant language in a foreign language class, teachers may be the main speaker as well as source of references, and students have very few opportunities to use that foreign language outside of the classroom, especially in daily activities. The use of AI and resources available on the Internet such as lively lectures, audio recordings, and reading articles would be provided through electronic devices in order to transfer the necessary knowledge from teachers to students before each class will better assist students in preparation for their lesson and give them more opportunities to interact with native-like language environment. This then gives more time in class for teachers to support their students in individual activities, control discussions, and facilitate students' engagement. However, on the other hand, blended learning courses are more time consuming for teachers to prepare. This will require teachers a great deal of time to search for reliable and suitable sources of information, to upload that information in

learning platforms, to manage students in accessing the information, in other words, lots of time to prepare for a class in advance.

Moreover, getting students involved in the learning process and managing their engagement are also challenges of blended learning approach for teachers, especially when advanced learners might not have similar learning schedule and available time for studying. In addition, blended learning models require teachers to be able to navigate online and electronic media since teachers have to work well with electronic devices, online resources, digital learning platform. For example, teachers need to know how to effectively use AI and LMS to plan, carry out, and evaluate a particular learning process, to share study materials with learners, keep track of their learning progress, and give them assessment as well as feedback. This is a big problem to teachers who are unfamiliar with technology or lack computer skills that will require them more time to get acquainted and prepare for their teaching.

Besides, many teachers and educational institutions now still lack infrastructure needed for blended learning take place, as well as access to digital tools and resources, such as computers, Internet connection, etc. Lack of awareness about AI's ethical concerns, poor Internet connectivity, and poor sound quality might make virtual classroom not such an easy and convenient place to learn.

3. Conclusion

In the rapid development of digital era, AI and blended learning has become increasingly popular in education in general and higher education in particular - and luckily, mostly for good reasons. While AI and blended learning are identified to provide core instructional roles in English teaching such as providing feedback, facilitating interaction, guiding learning pathways, and playing as conversation builders for learners, the new adaptive learning method also requires rigorous planning and effort from educational institutes, universities, and foreign language teachers. A successful blended learning curriculum requires an analysis of learning approach and programs to decide the best combination for both learners and teachers' success. To do this, higher educational institutions, such as colleges and universities, must be able to control and evaluate the progress and success of their blended learning programs alongside their traditional classroom instruction outcomes.

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Author Contributions

Tran Thuy Tram Anh: Writing - Original Draft

Tran Thuy Quynh My: Writing - Review & Editing, Supervision

Conflicts of Interest

The authors declare no conflict of interest.

Ethics Statement

This article is a literature review and does not contain any studies with human participants or animals performed by any of the authors. Therefore, formal ethical approval and informed consent were not required.

Informed Consent Statement

Not applicable.

Data Availability Statement

No new data were generated or analyzed in this study. Data sharing is not applicable to this article as no datasets were generated or analyzed during the current study.

Declaration of Generative AI and AI-Assisted Technologies

During the preparation of this work, the authors used ChatGPT to correct grammatical errors. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Tran Thuy Quynh My is a lecturer of English at the University of Finance - Marketing (UFM), mainly focusing on teaching skills for English-major students. With a master's degree in the Theory and Methodology of English Language Teaching, her field of study focuses on integrating technology into the classroom to enhance student engagement and literacy skills.

PhD researcher, English faculty №1, the department of English language methodology, Uzbekistan State World Languages University, Uzbekistan, Tashkent, & kizi, N. K. S. (2025). Teaching Foreign Language To Students Through Inquiry-Based Technology. ***International Journal of Pedagogics, 5*****(10), 208–210. https://doi.org/10.37547/ijp/volume05issue10-49**

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