

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusion, implications, and suggestions of the study. The conclusion summarizes the main findings based on the research questions concerning English language teachers' perceptions of using Artificial Intelligence (AI) in English Language Teaching (ELT), the challenges they encounter in its implementation, and the classroom implications associated with its use. Furthermore, the implications discuss the significance of the findings for English language teaching, while the suggestions provide recommendations for English teachers, schools, and future researchers to support the effective and responsible integration of AI in educational practices.

5.1 Conclusion

This study aimed to explore English language teachers' perceptions of using AI in ELT, the challenges they encounter in its implementation, and the classroom implications associated with its use. Based on the findings and discussion presented in the previous chapter, the following conclusions can be drawn.

First, the findings revealed that the English teachers generally held positive perceptions toward the use of AI in ELT. The participants perceived AI as a useful instructional support tool that assists them in preparing lesson plans, developing teaching materials, creating classroom activities, and improving teaching efficiency. AI was considered beneficial because it reduced the time required to complete various instructional tasks and provided access to diverse learning resources. Nevertheless, the teachers emphasized that AI should complement rather than replace teachers' professional knowledge, pedagogical expertise, and decision-making in the teaching and learning process.

Second, the findings showed that teachers encountered several challenges when integrating AI into their teaching practices. The major challenges included students' overreliance on AI-generated responses, concerns regarding academic integrity, the possibility of reducing students' critical thinking skills, and the occasional inaccuracy of AI-generated information. These findings indicate that the successful implementation of AI depends not only on the availability of the

technology but also on teachers' ability to supervise its use and encourage students to use AI responsibly, critically, and ethically.

Third, the findings demonstrated that the integration of AI has influenced various aspects of English language teaching practices. AI has become a practical resource for lesson planning, material preparation, classroom activity design, assessment, and feedback. In addition, the use of AI has gradually transformed teachers' roles from primarily delivering information to facilitating learning and guiding students in evaluating AI-generated information critically. Therefore, the effective integration of AI requires teachers to continuously develop their digital competence, pedagogical skills, and professional judgment to ensure meaningful and responsible learning experiences.

Overall, this study concludes that Artificial Intelligence has become a valuable instructional support tool in English Language Teaching. The findings demonstrate that teachers' positive perceptions of AI were primarily shaped by their direct experiences of using AI to support lesson preparation, material development, assessment, and classroom activities. However, teachers also recognized that the successful integration of AI requires responsible implementation, ethical awareness, and continuous teacher supervision to minimize potential challenges such as learner dependency, academic dishonesty, and reduced critical thinking. Therefore, the study concludes that AI should be viewed as a complementary instructional tool that enhances teachers' professional practices rather than replacing their pedagogical expertise, professional judgment, and essential role in facilitating meaningful learning experiences.

5.2 Implications

The findings of this study imply that the integration of AI has become increasingly relevant in ELT and can support teachers in improving the effectiveness and efficiency of instructional practices. AI provides practical assistance in lesson planning, material development, classroom activity preparation, assessment, and feedback, allowing teachers to perform instructional tasks more efficiently. However, the findings also indicate that AI should not replace teachers' professional expertise. Instead, teachers remain responsible for

evaluating, adapting, and contextualizing AI-generated content to ensure that it aligns with students' learning needs and curriculum objectives.

Furthermore, the challenges identified in this study imply that successful AI integration depends not only on technological availability but also on teachers' ability to guide students in using AI responsibly and ethically. Concerns regarding students' dependence on AI, academic integrity, and the accuracy of AI-generated information demonstrate the continuing importance of teachers' supervision and professional judgment throughout the learning process. Therefore, AI should be integrated as a learning support tool that encourages independent learning, critical thinking, and responsible technology use.

Overall, the findings imply that the integration of Artificial Intelligence is gradually transforming not only classroom practices but also teachers' professional roles in English Language Teaching. Rather than functioning solely as providers of knowledge, teachers are increasingly expected to become facilitators, critical evaluators, and ethical guides who help students use AI responsibly and effectively. These findings also imply that educational institutions should provide continuous professional development, clear institutional policies, and adequate technological support to enable teachers to integrate AI meaningfully into classroom instruction. Therefore, the successful implementation of AI requires collaboration among teachers, schools, and educational stakeholders to ensure that technological innovation enhances, rather than diminishes, the quality of teaching and learning.

5.3 Suggestions

Based on the findings and implications of this study, several suggestions are proposed for English teachers, schools, and future researchers.

1. For English Teachers

English teachers are encouraged to integrate AI into their teaching practices as a complementary instructional tool that supports lesson planning, material development, classroom activities, assessment, and feedback. However, teachers should continue to evaluate AI-generated content critically before applying it in the classroom and ensure that students use AI responsibly. English teachers are encouraged to integrate AI into their teaching practices as a complementary instructional tool that supports lesson planning, material development, classroom

activities, assessment, and feedback. However, teachers should continue to critically evaluate AI-generated content before applying it in the classroom and ensure that students use AI responsibly and ethically. Teachers are also encouraged to design learning activities that promote critical thinking, creativity, problem-solving, and independent learning so that AI functions as a learning support tool rather than a substitute for students' own reasoning and learning processes.

2. For Schools

Schools are encouraged to provide continuous professional development programs, workshops, and training related to the effective and ethical use of AI in education. Institutional support is essential to help teachers improve their digital competence and understand how AI can be integrated into teaching while maintaining academic integrity and educational quality. Schools are also encouraged to develop clear guidelines regarding the responsible use of AI by both teachers and students.

In addition, schools are encouraged to provide adequate technological infrastructure and foster collaboration among teachers to share effective practices for integrating AI into English language teaching.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies involving larger numbers of participants and different educational settings to obtain broader insights into the use of AI in ELT. Further research may also explore students' perceptions, the effectiveness of AI-assisted learning on language achievement, teachers' AI literacy, or the long-term impact of AI integration on classroom interaction and learning outcomes. In addition, employing different research approaches, such as quantitative or mixed-methods designs, may provide a more comprehensive understanding of the role of AI in education and contribute to the development of evidence-based strategies for the responsible integration of AI in English language teaching.