CHAPTER VI
CONCLUSIONS AND SUGGESTIONS

This chapter summarizes the key findings of the research and provides recommendations based on these insights. The conclusions highlight the main outcomes and their implications, while the suggestions offer practical advice for future research or implementation in the relevant field. The goal is synthesizing the study's results and proposing actionable steps to enhance understanding and application.

A. Conclusions

In conclusion, this research explored various facets of AI integration in EFL education, encompassing the types of AI technologies used across education levels, implementation methods by teachers, associated benefits and challenges, as well as student and teacher perceptions. The key finding connecting these aspects is that while AI tools provide interactive English practice to enhance skills, their effectiveness relies greatly on the teacher's expertise in structuring balanced activities that utilize AI as a complement rather than a replacement for human instruction. For successful adoption, comprehensive training, age-appropriate tools aligned with curriculum goals, and an emphasis on ethical protocols is vital to overcome limitations. Constructivist and communicative language theories further support that a blended learning program involving both AI elements and interpersonal teaching enables optimized and holistic EFL learning tailored to evolving student needs. Thus, AI holds promising potential to revolutionize EFL when incorporated responsibly through research-driven best practices focusing on the symbiotic relationship between technology and human guidance. Further studies on emerging AI could uncover more techniques to elevate future language education.

The types of AI technologies used in EFL classes encompass writing assistants, tutoring applications, and immersive simulations that provide adaptive and engaging English practice opportunities across education levels. Teachers implement these AI tools by structuring balanced activities aligned to curriculum

goals that utilize them as complements rather than replacements for interpersonal instruction. The benefits of AI integration include enhanced language skills, vocabulary, participation and motivation, while challenges involve risks of overreliance, ethical issues, and limitations in evaluating higher-order concepts. Constructivist and communicative theories support blended learning approaches that leverage AI's interactivity alongside human connection. Overall, with comprehensive training and responsible protocols, AI demonstrates promising potential to elevate EFL education when incorporated as a supplement through research-based best practices.

Moreover, here is a conclusion identifying the key connections between the research subchapters on types of AI, implementation methods, impacts, benefits/challenges, and perceptions: Types of AI - The main categories used in EFL classes include writing assistants, tutoring applications, simulations, and virtual reality platforms. These provide adaptive English practice; Implementation in Different Levels - Tools like grammar checkers introduce writing skills for early learners, while advanced chatbots enrich speaking for older students. Methods vary by age-appropriateness; Impacts on EFL Skills - Personalized AI activities are shown to enhance core competencies - writing proficiency, vocabulary, spoken fluency, engagement, and confidence. However, human guidance is still vital for high-level assessment; Benefits encompass improved language abilities and motivation, also challenges involve risks like over-dependency, ethical issues, focus on basic versus advanced skills; Students and teachers widely recognize the promise of AI integration to complement traditional teaching when applied responsibly. Comprehensive training is key for adoption.

B. Suggestions

The realm of AI integration in English as a Foreign Language (EFL) education presents a promising landscape for future research. Longitudinal studies examining the enduring impacts of AI integration could shed light on its sustained effectiveness, optimal introduction stages, and strategies to mitigate overreliance risks. Research comparing outcomes across different AI tools and applications holds the potential to inform evidence-based best practices for targeted skill

enhancement in specific EFL domains. Focusing on teacher training programs and pedagogical requirements for successful AI adoption may enhance educator competency and contribute to standardized integration frameworks. Exploring student and teacher attitudes towards AI across diverse demographics and cultures can inform inclusive policy-making. Cost-benefit analyses of emerging AI platforms can guide economical investments for large-scale integration. Additionally, investigating ethical challenges, including emotional intelligence development and privacy considerations, is vital for establishing responsible protocols. These suggested research directions, aligned with AI advancement, are pivotal in unlocking the full potential of AI to optimize EFL education on a global scale in the 21st century and beyond.