

The Role of Artificial Intelligence in Lesson Planning and the Development of English Teaching Methods: Teachers' Perspectives

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Abstract- *In today's world, Artificial Intelligence (AI) represents an innovative factor in education, especially in English Language Teaching (ELT). The purpose of this research paper is to explore the influence of AI on lesson planning and English teaching methodologies based on teachers' insights. Specifically, it will be considered the impact of AI on instructional design, material development, personalized instruction, assessment, and classroom interaction in the context of English language teaching. For analysis, a qualitative-descriptive and analytical approach will be applied using a review of empirical findings, scientific literature, and personal experience related to integrating AI in ELT. According to results, artificial intelligence contributes to teachers' performance by saving their time, offering options for differentiated instruction, providing adaptive instructional materials, and enabling innovation in the pedagogy field. At the same time, the use of technology is viewed as supplementary to traditional educational activities rather than replacement to human educators. Ethical aspects associated with the integration of AI in the process of education, overdependence on AI-based resources, plagiarism and academic integrity, privacy protection issues, and teacher qualifications should be considered in the case of English teaching.*

Keywords: *Artificial Intelligence, English Language Teaching, Lesson Planning, Teachers' Perspectives, AI in Education, Teaching Methods, ELT, Generative AI*

I. INTRODUCTION

The fast development of AI technologies has revolutionized many industries, ranging from medicine, business, communication, and education.

In recent times, educational organizations around the globe have started using AI-based tools to enhance their teaching and learning processes. In the area of English Language Teaching (ELT), AI technologies, including intelligent tutors, chatbots, automatic grading tools, adaptive learning solutions, and generative AI tools such as ChatGPT, have received widespread attention. The use of AI technologies is transforming how teachers plan their lessons, devise their instructional methods, and communicate with their students. Lesson planning in English language teaching usually takes much effort, imagination, and pedagogic expertise on behalf of the teacher. Teachers need to create lesson objectives, instructional activities, tests, and differentiated instructional materials according to the different proficiency levels of their students. AI technologies have brought about new opportunities through the automation of routine procedures, creation of personalized learning materials, and innovation in pedagogical practices. The introduction of AI in the process of developing lesson plans and teaching methodologies has brought an important paradigm shift to contemporary education. The use of AI can help to analyze learners' academic performance and provide recommendations concerning the choice of appropriate strategies, create language exercises, and tailor content to students' needs, which is very beneficial for their learning process. In addition, using AI helps English teachers to concentrate on creativity and interaction with their students instead of being occupied with bureaucratic tasks and routine work. At the same time, the increasing role of AI in

ELT has provoked heated debates in the teaching community since different teachers have different opinions regarding its impact on contemporary education. While some educators see many advantages of using AI in their classroom practices, other teachers have some doubts about the possibility of implementing this tool successfully in their professional activities. Teachers' views are vital to discuss the issue because their opinion may help to understand the implications of using AI in ELT. Therefore, the paper aims to examine the role of AI in the development of lesson plans and teaching methodologies based on the views of English teachers.

II. RESEARCH PROBLEM

The increasing implementation of AI into English language teaching has resulted in changes in the approaches to teaching practices and lesson planning processes. While such innovations present numerous opportunities, there have been ongoing debates about how teachers can implement AI technology into English language teaching practices in an effective way. Also, various issues relating to ethics, teacher reliance on AI, plagiarism concerns, and the quality of instruction materials created by AI raise numerous questions. Despite the fact that various works are devoted to the role of AI in educational settings, there is still a lack of academic research that focuses on teachers' attitudes towards AI technologies and how they affect lesson planning processes.

III. RESEARCH QUESTIONS

The research tries to address the following questions:

1. What is the perception of English teachers regarding the use of artificial intelligence in lesson planning?
2. In which way does artificial intelligence play an important role in creating the methodology for teaching English?
3. What are the advantages that English teachers have using AI technology in their lessons?
4. What difficulties do teachers encounter in introducing AI into English classes?
5. How can AI technology be incorporated into English lesson planning?

IV. OBJECTIVES OF THE STUDY

The aims of this study include:

1. To investigate teachers' perceptions regarding the use of AI in planning lessons in English.
2. To assess the part played by AI in designing novel approaches to teaching English.
3. To understand the strengths and limitations of AI-assisted ELT.
4. To discuss the educational implications of using AI in teaching English language.
5. To provide suggestions for incorporating AI into ELT effectively.

V. LITERATURE REVIEW

5.1 Artificial Intelligence in Education

Artificial Intelligence has become one of the major breakthroughs in modern technological advancement in the field of education. AI consists of computerized systems that can do what humans normally do through their intelligence such as reasoning, making decisions, learning languages, recognizing patterns, solving problems, and learning from experience. AI technologies in educational settings are designed to aid the processes of teaching, learning, assessing, administering, and decision-making in education. During the past ten years, the incorporation of AI into educational systems has seen massive advancements due to progress in machine learning, natural language processing, data analytics, and generative AI. The development of AI in educational settings is linked to the worldwide shift towards digitally-based learning environments. Schools and colleges have begun to use various AI systems to optimize educational activities and support both students and teachers alike. Modern learning management systems, intelligent tutors, automatic grading systems, educational chatbots, virtual assistants, adaptive learning systems, and content generation tools are among AI technologies used in education nowadays. Promotion of personalized learning is one of the key contributions of AI technology to education. In conventional classroom settings, there are often standardized methods of instruction that might not be able to cater for the various differences in students' abilities, talents, and preferred learning methods. Through AI-powered analysis, it becomes possible to

evaluate learners' strengths and weaknesses and tailor instruction according to their specific needs. The use of adaptive learning platforms makes it easier for students to engage in the learning process since they become more motivated and achieve better academic results. AI also ensures that education becomes accessible to everyone by enabling individualized learning opportunities for people with various levels of learning abilities and disabilities. AI systems such as speech recognition, text-to-speech conversion, and automatic translators make it easier for learners who have difficulty learning from traditional methods to engage in learning.

Yet another important area in which artificial intelligence can be used is related to intelligent tutoring systems. These computer programs can mimic the activities of human tutors as they provide immediate feedback, guide students' thinking in solving problems, and adjust their actions based on students' reactions. It has been proven that intelligent tutoring systems positively impact the learning process as they provide help that goes beyond the traditional classroom framework. Learners can train on certain skills without any restrictions, getting constant feedback about their work from intelligent tutoring systems. Artificial intelligence can facilitate assessment and evaluation in education. The use of automatic grading systems makes it possible to assess not only multiple-choice and short answer tests but also essays written by learners. This approach saves a lot of time for educators as well as provides learners with immediate feedback. The latter is especially important when it comes to language learning. Predictive analytics can be used in assessing students' progress and identifying those who are likely to fail. With the advent of generative AI tools, such as ChatGPT, educators started using these technologies to create educational content, develop lesson plans, quizzes, as well as explanations and summaries. As regards language teaching and learning, generative AI helps to develop tasks for practicing grammatical structures, memorizing new words, engaging students in reading, writing, and discussion. AI technology is also used for administrative purposes. Educational organizations use AI to manage enrollment procedures, scheduling, analysis of statistics, academic advising, and resource management. Data-

driven analyses help education administrators to make informed decisions concerning the development of curricula, student services, and organizational improvements. However, the implementation of AI into education brings many ethical, pedagogical, and social problems. First, privacy is one of the main challenges because AI systems are based on large amounts of students' personal data. Thus, there is a need to create policies concerning responsible use of student information and AI technologies. The second issue connected with AI in education refers to integrity and the potential negative impact of the technology on students. In fact, there is a fear that students will stop using critical thinking and creativity because they will simply follow suggestions provided by AI programs. Therefore, there is a necessity to revise the approaches to assessing student performance. Moreover, it is believed by some authors that AI will never substitute those aspects of education related to people such as emotions, empathy, cultural aspects, moral considerations, and personal communication. The art of teaching implies much more than just transferring knowledge and skills; it requires emotions, motivation, control in the classroom, and effective interactions between teachers and learners. That is why most educationalists claim that AI systems can become assistants but never teachers. The other issue in implementing AI in education is the problem of teacher readiness. Teachers need to have proper preparation to be able to assess AI products, use them in their classes, and solve ethical problems that may arise. This is why there is a need for ongoing professional development activities for teachers. According to recent findings, the key to the future success of AI in education lies in collaborative synergy between educators and intelligent machines. The possibilities of AI technology for educational reform are vast due to its ability to boost efficiency, customization, accessibility, and creativity. Yet, proper pedagogic design, ethical control, institutional backing, and teacher empowerment are needed for a successful integration process. AI is supposed to serve as a tool for augmenting teachers' capacity to teach rather than replacing them as mentors and inspirers.

5.2 AI and English Language Teaching (ELT)

English Language Teaching has been among the quickest-growing fields in terms of innovation due to AI technologies. In the process of English language education, there is an array of functions performed by AI applications. These include grammar checking, pronunciation analysis, vocabulary acquisition, conversation practice, reading comprehension, and writing assistance. Generative AI programs like ChatGPT enable educators to produce lesson plans, comprehension questions, dialogues, vocabulary exercises, quizzes, and other learning materials within seconds. The benefits of AI in communicative language teaching include fostering an interactive and realistic environment through which learners can benefit. For example, chatbots create opportunities for students to develop their conversational skills in a stress-free environment, whereas writing programs supported by AI offer real-time corrections, leading to increased learner autonomy. However, some teachers question the possible inaccuracy in AI-generated materials, limited critical thinking among learners, and reliance on technology.

5.3 The Role of AI in Lesson Planning

Effective lesson planning is an essential duty of all teachers and one of the main factors determining efficient instruction. Lesson planning in the field of English Language Teaching includes defining learning goals, using suitable methods, arranging communicative activities, creating instructional materials, and developing evaluation strategies in accordance with the proficiency levels of the learners. Usually, this process is long and demanding, requiring extensive knowledge and experience of the teacher. The involvement of AI technologies in lesson planning has brought revolutionary changes through increasing efficiency, facilitating instruction design, and making the lessons more individualized and adaptable. English teachers increasingly use AI technology tools for creating structured lesson plans in compliance with certain criteria. Using just some basic prompts from teachers regarding topics, desired outcomes, learners' proficiency levels, and timing of lessons, these technologies create a detailed outline of the lesson plan. For instance, a teacher asks an AI system to design a 60-minute lesson on "past simple tense for beginner learners." Then the system will be

able to create a lesson outline including learning goals, warm-up activities, explanations, guided practice exercises, communicative activities, and evaluation. Another important role that AI plays in the process of lesson planning is facilitating differentiation and personalized instruction. Many times, English learners in classrooms demonstrate different levels of language proficiency, rate of progress, and cognitive development. AI technology provides opportunities to create several variations of the task aimed at different ability groups (beginners, intermediate learners, and advanced ones). Such practice guarantees engagement of all learners at a suitable difficulty level, contributing to higher learner participation and better results of language learning. AI algorithms can also provide teachers with scaffolding tasks of increasing complexity, thereby encouraging learners to develop confidence in their abilities to use English. AI technology can also contribute to improving the quality and diversity of instructional resources that should be used during lesson planning. Teachers are able to utilize AI to create various materials (readings, dialogues, vocabularies, grammar exercises, listening texts, comprehension questions, and writing prompts) in seconds. This practice can be considered as an improvement from the conventional process, which required teachers to rely only on materials found in textbooks and other pre-designed materials. Besides, AI resources are easily adaptable to any cultural context, interests, and real-life scenarios. One other important function of artificial intelligence in lesson planning lies in its ability to facilitate communicative teaching styles. Contemporary methods in ELT highlight the importance of student-centred learning, cooperation between students, and authentic use of language. The use of artificial intelligence in this context will enable teachers to develop lesson plans that involve students in various communicative activities, such as role-play, debates, problem-solving exercises, and simulations. AI can be utilized to plan activities where learners will have to act out a travel booking dialogue, a job interview, or find solutions to certain problems. Finally, artificial intelligence will enable teachers to develop lesson plans based on multimodal and technology-enhanced teaching techniques. Teachers may use artificial intelligence to incorporate visual and auditory materials into their

lessons in the form of videos and interactive quizzes. Also, artificial intelligence will be able to make recommendations on appropriate multimedia material based on the objectives of each lesson.

Another way AI contributes to teaching and learning is through its ability to develop formative and summative assessments associated with particular learning objectives. Instructors may take advantage of AI capabilities to design quizzes, tests, and rubrics to evaluate students. It is also possible to ask AI to develop assessment strategies that evaluate language knowledge and skills, including speaking, listening, reading, and writing. AI can generate immediate feedback about test-taking and offer sample responses, recommendations for improvement, and explanations of results. From a pedagogical standpoint, AI can be considered a co-planner and instructor's assistance more often than a substitute for an actual teacher. Although AI provides lesson structure and some instructional suggestions, teachers have to contextualize and validate them, and the human factor helps make sure that lesson plans meet the requirements of both culture and language. AI cannot always evaluate whether lesson content meets the emotional, cognitive, and social needs of the students. Though there are several advantages to using artificial intelligence in lesson planning, there are also some disadvantages that must be considered. For instance, depending solely on the content provided by artificial intelligence may limit creativity and freedom in teaching. In addition, AI technology may sometimes provide inaccurate information regarding the use of certain words in specific contexts or explain grammar rules incorrectly. Thus, it is necessary to exercise professional discretion when working with AI-generated lessons. Ethical considerations also emerge when implementing artificial intelligence in lesson planning. Among them, one may note questions related to the protection of intellectual property rights, the integrity of AI materials, and the appropriate use of learner data in adaptive systems. The need for regulatory guidelines to be established within educational institutions becomes more pressing than ever before. In summary, the use of AI in contemporary lesson planning can be seen as an evolving one, through the ways in which it contributes to efficiency, facilitates

differentiation, enhances resource production, and encourages novel teaching approaches in ELT. Nonetheless, the usefulness of AI is subject to how teachers manage to assess, modify, and implement AI content in order to create effective pedagogical lessons. The most effective model for lesson planning during the AI age is that which incorporates both human and artificial input in lesson planning processes.

5.4 Teachers' Perspectives on AI Integration

The perceptions of teachers are key to implementing the use of AI in educational settings. Many researches have been conducted recently about the perceptions of teachers towards AI-based instruction in ELT classes. A lot of English language teachers tend to be positive about the use of AI due to its effectiveness in increasing efficiency and personalizing teaching. Teachers are grateful for the capability of AI to quickly provide a range of teaching material, tests, grammar lessons, readings, and differentiated activities. In addition, it is recognized that AI will contribute greatly to making education inclusive since AI can adjust educational material to students of various levels and approaches to learning. Moreover, the application of AI can promote innovation in pedagogy by implementing methods such as flipped classrooms, blended learning, and interactive learning. Despite the advantages mentioned above, teachers are highly concerned about the use of artificial intelligence in English language teaching faces multiple important issues. Firstly, there is the problem related to the reliability and precision of information that might be generated by AI as the latter might generate information which is inaccurate, biased, and even potentially dangerous for learners since it might provide them with examples of inappropriate language use. Secondly, there are ethical and plagiarism problems that have emerged recently because some students are inclined to use generative AI to complete their homework assignments without any effort at all. Moreover, heavy use of AI in education might decrease students' critical thinking, creative abilities, and problem-solving skills. The problem of data security is also relevant nowadays because many AI systems process learners' personal data. Thirdly, another problem is associated with the

teachers' inability to utilize AI in the process of education as the latter needs special training on the part of educators. Finally, an AI learning environment could cause a lack of interaction with people and communication, despite the latter being essential for language learning. There is a concern from some teachers that too much use of AI could undermine their creative thinking abilities and professional independence.

VI. RESEARCH METHODOLOGY

In this research paper, qualitative descriptive methodology through literature analysis is utilized. This literature-based methodology involves synthesizing results gathered from peer-reviewed journal articles, conference papers, scholarly reports, and latest research findings dating back to 2023 to 2026 regarding the use of AI in teaching English language and lesson planning.

6.1 Data Collection

The data for this study was obtained through various credible academic databases, such as Scopus, Web of Science, ERIC, Google Scholar, and ResearchGate. During the search for literature on the topic, the emphasis was made on finding recent and appropriate studies dedicated to artificial intelligence and English language teaching at the tertiary level. Some key terms were used during the literature search process to find appropriate academic literature, including "Artificial Intelligence in ELT," "AI lesson planning," "Teachers' perspectives on AI," "Generative AI in education," "AI-supported English teaching," and "ChatGPT in ELT."

6.2 Data Analysis

The collected sources were subjected to thematic analysis to determine repetitive patterns and themes concerning AI-based lesson planning, designing pedagogical techniques, teachers' views about AI, benefits of artificial intelligence for education, and obstacles and ethical issues in relation to integrating AI in English language instruction. Thematic analysis was helpful in classifying research data in accordance with educational themes and allowing the researcher to gain a better insight into the impact that technologies associated with AI had on instructional

practice, curriculum creation, learners' involvement in the learning process, and effectiveness of teaching at the university level. Thematic analysis allowed the researcher to interpret recent trends in the field of education and make some comprehensive conclusions about the role of artificial intelligence in English language teaching.

VII. FINDINGS AND DISCUSSION

7.1 AI Enhances Lesson Planning Efficiency

One of the most crucial discoveries is that AI technology greatly cuts down the burden on teachers when preparing for lessons. It has been observed that AI software helps in creating lesson goals, warm-up exercises, worksheets, questions for discussion, quizzes, and evaluations in just minutes. This provides teachers with more time to engage with students. AI technology also helps with curriculum alignment.

7.2 AI Supports Personalized Learning

It is also emphasized by teachers that AI helps in offering differentiated instruction since the content can be adjusted according to the proficiency level, interest, and learning style of the learners. The activities generated using AI technology can be changed for beginners, intermediates, and advanced learners at once. This enhances the engagement of the learners and promotes their participation in the English language classroom.

7.3 Development of Innovative Teaching Methods

AI plays an important role in promoting the formation of advanced approaches to the teaching of English, as it promotes the use of communicative, collaborative, and learner-centered techniques. The introduction of AI technology is seen in various activities, including speaking activities, role-plays, writing classes with the assistance of AI, game-based classes, project-based learning, and even flipped classroom activities, all of which stimulate the engagement of learners in the educational process. AI technologies can also be used to introduce authentic materials and real-life communication tasks into class instruction in order to create more engaging learning environments for undergraduate students.

7.4 Challenges of AI Integration

Although Artificial Intelligence (AI) offers substantial benefits for English Language Teaching (ELT), its integration into educational practice is accompanied by a range of pedagogical, ethical, technical, and institutional challenges. From teachers' perspectives, these challenges significantly influence the extent to which AI can be effectively and responsibly embedded into lesson planning and teaching methodologies. Understanding these barriers is essential for developing sustainable AI-supported educational frameworks that enhance rather than disrupt teaching and learning processes.

7.4.1 Accuracy, Reliability, and Content Validity

While the implementation of Artificial Intelligence (AI) in English Language Teaching (ELT) is associated with numerous advantages for learners, teachers, and institutions, there are a number of concerns related to pedagogic, ethical, technological, and institutional challenges involved in this process. Specifically, from the perspective of practitioners, these issues play a critical role in determining the way in which AI solutions can be integrated effectively into the processes of lesson planning and delivery.

7.4.1 Accuracy, Reliability, and Content Validity

A widely reported problem for many English language teachers using AI technologies is related to accuracy and reliability of information provided by AI solutions such as AI-driven language generators. Despite their capacity to develop highly fluent texts in terms of grammar and syntax, as well as providing culturally relevant contexts, the produced information may not always be fully accurate since the generated material sometimes includes false information or culturally inappropriate or ethically problematic content. The issue of accuracy and inconsistency of AI-produced material arises because teachers have reported receiving information that simplifies complicated grammatical rules and is inconsistent across various topics. It is therefore important to ensure that all generated lessons are thoroughly verified by teachers prior to classroom implementation.

7.4.2 Ethical Issues and Academic Integrity

Plagiarism and ethical usage is another major issue that should be taken into account when analyzing the negative effects of AI usage by language learners. Indeed, the accessibility of various software solutions has increased significantly and, as a result, it becomes rather easy for students to create essays, assignments, and speaking responses using very little time and effort. In turn, such a trend can pose serious challenges connected to academic integrity. Speaking about the problems that teachers face, one of the key concerns related to the issue is how to identify the output written by AI and created by the student. Such an aspect makes teachers face some difficulties while assessing learners' work in writing and speaking, as it is crucial for this type of task that the students produce their texts independently.

7.4.3 Teacher Preparedness and Digital Literacy Gaps

The additional issue is the shortage of proper training and professional development concerning AI integration into teaching processes. Several English language teachers, especially those who were educated prior to the advent of sophisticated technologies, can lack adequate AI competence and technical skills required for using AI technologies appropriately during lesson planning and delivery. Due to this gap, some educators may use AI too intensively and without proper analysis, whereas other professionals might simply avoid using AI owing to lack of competence and confidence in working with these technologies. As a result, the role of AI in ELT can become rather limited. Accordingly, improper institutional support and absence of relevant professional development programs can be perceived as crucial obstacles to effective integration of AI technologies.

7.4.4 Overdependence on Technology and Reduced Pedagogical Creativity

There is a fear that over-dependence on AI technology can result in a decline in creativity and professionalism in lesson planning and instruction. Teachers have used intuition and contextual insight gained from experience when planning lessons and engaging with students in class. An over-reliance on AI-generated lesson plans can lead to a one-size-fits-all approach, which might not address the specific

needs of the class. Additionally, teachers may end up being passive consumers of AI materials instead of actively designing lessons and instructions. As a result, teachers might lose their creativity, spontaneity, and flexibility in adapting to class dynamics, thus hindering the growth of their pedagogical skills.

7.4.5 Data Privacy, Security, and Surveillance Concerns

For effective operation, most AI systems that are used in educational institutions depend on data mining. There are numerous issues associated with data privacy and confidentiality when data mining is being carried out. Teachers and educational institutions do not always have total authority or control over the data collected from students. Moreover, misuse of this information can prove to be dangerous for both students and the institution. Furthermore, using AI-based monitoring systems in classroom settings is likely to generate mistrust among students because it creates a feeling of surveillance. Hence, teachers stress the need for strict policies and secure AI-based learning platforms.

7.4.6 Inequality in Access to AI Technologies

In addition, another important issue is the existence of a digital divide and the unequal access to AI technology in various educational settings. Although there are those institutions that have sufficient technology and can afford premium AI technology, other schools may not have proper internet connection or may be financially unstable to purchase such technologies. These differences create disparities in terms of the quality of education provided. Educators who work in poor conditions cannot make use of AI technology in planning lessons.

7.4.7 Pedagogical Misalignment and Contextual Limitations

The design of AI systems is usually done with the aid of big data, which may not always be representative of a particular culture, curriculum, or institution. As such, lesson plans created by AI systems may at times fail to align with the national curricula, institutional learning goals, or even the values of the community's education system. Teachers normally

have to tailor AI-generated content to meet classroom needs, particularly regarding their students' language skills and culture, as well as any exams they must take.

7.4.8 Resistance to Change and Institutional Constraints

Lastly, resistance from both an individual and institutional standpoint is an obstacle that limits the implementation of AI into learning. Individual reservations may involve doubt on whether AI would be effective or the repercussions of its use in the long term. Resistance on an institutional level could arise due to factors such as inflexibility of the curriculum, budget constraints, or absence of a framework to govern the use of AI. Without institutional support, the implementation of AI in planning lessons may not happen in a cohesive manner.

VIII. PEDAGOGICAL IMPLICATIONS

The results of this study have significant implications for English language teaching in terms of pedagogy. The use of AI necessitates a change in the pedagogic paradigm from teacher-oriented instruction to learner-based pedagogy that is also based on technology use. Instructors become facilitators and designers of learning experiences instead of mere transmitters of knowledge. Teacher training courses will need to incorporate AI literacy classes and digital pedagogy modules. Educators will have to gain competence in assessing the use of AI materials in classrooms, creating appropriate AI tasks, and employing AI tools in language learning activities. It will be essential to formulate ethical principles of using AI in ELT concerning such issues as plagiarism, privacy, and proper technological use in education. However, AI can assist in English teaching only as a supplement but not substitute for teachers since effective ELT still relies upon interpersonal communication, empathy, cultural sensitivity, and pedagogic expertise.

IX. RECOMMENDATIONS

Considering the results, the following recommendations have been made:

1. Educational establishments need to offer ongoing AI training sessions for English language teachers.
2. Teachers need to critically analyze AI-generated lessons before their application in classrooms.
3. The use of AI in ELT needs to be implemented gradually and ethically.
4. Policymakers need to develop ethical guidelines for AI implementation in education.
5. Future studies are needed to explore the effects of AI in ELT in the long run.
6. Teachers need to combine AI technology with traditional teaching methods.

X. CONCLUSION

AI has emerged as an invaluable instrument for English education and plays a crucial role in the planning and creation of English teaching techniques. In terms of English teachers, there are many benefits to using AI tools, such as decreasing the work volume, providing personal assistance to learners, increasing the creativity and efficiency of English instructors. AI tools can help English language instructors create more engaging and efficient classes for students. Nevertheless, the use of AI raises various concerns, such as ethical issues, accuracy, dependency, and the preparedness of teachers. Teachers always state that AI is supposed to be used as an assistant but not as an alternative to human instructors. Consequently, the successful usage of AI requires well-balanced teacher-AI collaboration, pedagogical skills, and assistance from the institution. While AI can make the English language teaching process much more effective, there are many challenges associated with the introduction of AI technology, such as accuracy, ethical issues, readiness of teachers, overreliance, privacy, inequality, context dependency, and institutional opposition. For an effective integration process to take place, there is a need for not only technological tools but also for pedagogical advice, consistent training, and ethics management framework. In conclusion, AI can be seen as an assistive tool used by English teachers in preparing lessons and developing teaching methods, and not as a replacement for their roles.

Finally, the application of AI in English teaching does not involve substituting teachers; rather, its focus is on making them better teachers.

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