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University Lecturers vs. the AI-Implemented ELT Curriculum in an Indonesian Context: A Needs Analysis

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Abstract—**This study investigates the need for AI integration in English Language Teaching (ELT) curricula by analyzing the perspectives of 15 English lecturers. Utilizing a mixed-method approach, data were collected through a questionnaire focusing on perceived benefits, challenges, and institutional readiness for AI adoption. Additionally, in-depth interviews were conducted with 5 selected lecturers to gain qualitative insights into their views on AI implementation. The results reveal that 79% of respondents perceive AI as beneficial in enhancing personalized learning and improving student engagement. However, 72% expressed concerns about the lack of training and resources necessary for effective AI integration. Institutional readiness was another major challenge, with only 60% of lecturers agreeing that their institutions were prepared for AI adoption. Interview data underscored the need for continuous professional development and adequate infrastructure to support AI use in ELT. Despite these challenges, there is significant optimism about AI's potential to transform language teaching, provided that proper support systems are established. This study highlights the importance of addressing both the technological and pedagogical needs of lecturers to ensure the successful implementation of AI in ELT curricula. The findings offer crucial insights into the practical requirements for adopting AI in education, contributing to the broader discourse on technology-enhanced learning.**

Index Terms—**AI, ELT Technology, ELT Curriculum, ELT Lecturers**

I. Introduction

In the field of English Language Teaching (ELT) in Indonesia, Liando and Tatipang (2023) claimed that artificial intelligence (AI) technologies have the vast potential to revolutionize how English is taught and learned. From adaptive learning systems to automated assessment tools, AI can enhance both teaching efficiency and student engagement. However, despite the growing presence of AI-driven tools in education, the need for AI integration in the ELT curriculum remains a subject of ongoing debate (Jeon et al., 2024).

Through the increasing digitalization of education, AI has emerged as a powerful tool to support personalized learning experiences. Studies such as those by Idapalapati (2024) and Hwang et al. (2023) argue that AI can provide tailored educational content that addresses individual student needs, fostering more efficient learning outcomes. However, there are concerns regarding the potential displacement of teachers and the dehumanization of education when relying heavily on AI-driven approaches (Jeon et al., 2022). As such, it is essential to understand whether AI is truly necessary for ELT curricula and how educators, particularly English lecturers, perceive this technological shift.

In recent years, there has been a growing body of research focusing on the intersection of AI and ELT. Lee and Jeon (2022) explored the use of AI in adaptive learning, highlighting its effectiveness in improving students' vocabulary retention and reading comprehension. Similarly, Fitria (2021) conducted a study on AI-assisted writing tools and found significant improvements in students' writing accuracy and fluency. Furthermore, AI-driven assessment systems, as investigated by Mushthoza et al. (2023), have shown promise in reducing teachers' workload by automating grading processes while maintaining accuracy and fairness.

Despite these promising results, the literature also emphasizes the challenges associated with AI integration in education. A study by Labrague et al. (2023) raised concerns about the readiness of educators to adopt AI-based tools, particularly in contexts where technological infrastructure and training are insufficient. Furthermore, research by Chiu and Chai (2020) pointed out the risk of over-reliance on AI, potentially diminishing the role of teachers in providing the emotional and motivational support necessary for effective learning. Additionally, Zhai et al. (2021) emphasized that the use of AI in education should not be viewed as a one-size-fits-all solution but rather as a complement to traditional teaching methods. The novelty of this research lies in its focus on the needs analysis of AI implementation, specifically from the perspectives of English lecturers, who play a pivotal role in shaping and delivering ELT curricula. While much of the existing research has concentrated on the technical capabilities and benefits of AI in language learning, few studies have thoroughly examined the practical and pedagogical implications from the viewpoint of educators, such as Lee et al. (2024), Sun et al. (2021), and Al-khresheh (2024).

Kelly et al. (2023) highlighted the importance of conducting an analysis before implementing new technologies in education. This approach ensures that technological solutions address real pedagogical challenges rather than being implemented for the sake of modernization. Therefore, understanding whether AI is genuinely needed from the perspective of English lecturers is crucial to developing an English Language Teaching (ELT) curriculum that balances technological innovation with educational efficacy.

The integration of AI into the ELT curriculum presents both opportunities and challenges (Al-khresheh, 2024). Meng-yue et al. (2020) mentioned that while AI technologies can undoubtedly enhance the learning experience, it is critical to assess their relevance and necessity within the specific context of English language teaching. This study focuses on a needs analysis for integrating artificial intelligence (AI) technology into an ELT curriculum. One of the main questions it seeks to answer is, what are the necessary requirements to effectively implement AI technology within the ELT curriculum? Additionally, how do lecturers perceive the use of AI technology in English language teaching? A comprehensive analysis of these two questions is expected to provide deep insights into effective AI implementation strategies within the ELT curriculum from both practical needs and the perspectives of teachers and students. Therefore, this study will contribute to the ongoing discourse by conducting a needs analysis that examines the perceptions and experiences of English lecturers, ultimately determining whether AI is truly a necessary component of the future ELT curriculum.

II. Literature Review

The integration of Artificial Intelligence (AI) into education, particularly in English Language Teaching (ELT), has garnered increasing attention in recent years. Existing studies largely emphasize the benefits of AI in enhancing educational outcomes. For instance, Idapalapati (2024) and Hwang et al. (2023) argue that AI-driven tools can facilitate personalized learning environments by adapting to individual student needs, improving retention rates, and fostering engagement in ELT settings. Other research, such as that by Hang et al. (2022) and Ebadi and Amini (2022), demonstrates how AI can improve specific language skills such as vocabulary, reading comprehension, and writing accuracy. AI's role in reducing educators' workload through automated grading and assessments, as highlighted by Xu and Margevica-Grinberga (2021), further supports its potential to improve teaching efficiency. However, despite the promising outcomes, the literature also signals significant concerns. Zhai et al. (2021) pointed out that many educators lack the technical skills and institutional support needed to implement AI effectively. Similarly, Yuan (2021) raise the issue of over-reliance on AI, which may undermine the teacher's role in providing essential emotional and cognitive support. These studies present a well-rounded understanding of AI's potential and limitations but largely overlook the perspectives of educators, especially English lecturers, who are key to successful curriculum implementation.

While previous research has concentrated on the technical capabilities and benefits of AI, the gap in the literature lies in understanding the pedagogical implications from the viewpoint of English lecturers. The readiness and acceptance of these educators remain underexplored, particularly in terms of their perceptions regarding the necessity of AI in ELT curricula. Chiu et al. (2023), for instance, emphasized that AI should not be implemented without careful consideration of its pedagogical relevance, while Alshumaimeri and Alshememry (2024) suggested the importance of a comprehensive needs analysis before adopting new technologies. Despite these warnings, few studies have conducted research analyses that reflect the real concerns and needs of educators in ELT contexts, such as Boonsuk et al. (2022), Hwang et al. (2023), and Jeon (2024). This research aims to fill that gap by investigating whether AI is genuinely needed within the ELT curriculum from the perspective of English lecturers, offering new insights into the alignment between educational technology innovations and practical pedagogical requirements.

III. Methodology

This study adopts a mixed-method approach, combining quantitative and qualitative data collection techniques to gain a comprehensive understanding of the need for artificial intelligence (AI), such as ChatGPT, Perplexity AI, Jennie AI, and Chatbox, and its implementation in the ELT curriculum. A total of 15 English lecturers from the English Department participated in this research. To explore the perceptions of these lecturers, data were collected through observation, questionnaires, and interviews. To generate appropriate categories and indicators for questionnaires and interviews, the observation was conducted before the data was collected. The questionnaire covers the key themes, such as perceived benefits, challenges, and the readiness of institutions to adopt AI. The questionnaire items were adapted from previous studies on AI in education, particularly from Du and Gao (2022) and Alhalangy and Abdalgane (2023), ensuring reliability and validity.

Following the completion of the questionnaires, five lecturers were selected for in-depth, semi-structured interviews (coded S1-S5). These interviews provide qualitative insights into their personal experiences and professional opinions regarding AI use in ELT. The interview protocol explores themes such as the impact of AI on teaching practices, concerns about the role of lecturers, and recommendations for the adoption of AI. For data analysis, quantitative data from the questionnaires were processed using descriptive statistics to identify general trends and patterns in the lecturers' responses. Meanwhile, qualitative data from the interviews were analyzed thematically, using Braun and Clarke's (2006) framework for identifying recurring themes and categories. This combination of methods will offer a holistic view of whether AI implementation is necessary for ELT curricula from the lecturers' perspective.

IV. Findings and Analysis

This research aimed to uncover the perspectives of English lecturers regarding the implementation of artificial intelligence (AI) in the English Language Teaching (ELT) curriculum. As a rapidly developing innovation in the field of education, AI has brought significant changes to various aspects of learning, including curriculum design. However, the application of AI in the ELT curriculum still raises questions, particularly concerning its relevance and urgency for educators.

Through questionnaires distributed to English lecturers from an educational institution in North Sulawesi, this study explored the real needs related to the implementation of AI technology. The questionnaire covered three main categories, namely the perceived benefits of AI in ELT, challenges in AI implementation, and the readiness of institutions to adopt this technology. A Likert scale was used as a measurement tool to assess participants' responses to various items in the questionnaire. To simplify data analysis, the researcher applied a Likert scale as a scoring reference for each questionnaire item. Further details on the Likert scale applied can be seen in Table 1 below:

Table 1
Likert Scale

Likert Scale	Score
SA (Strongly Agree)	5
A (Agree)	4
N (Neutral)	3
D (Disagree)	2
SD (Strongly Disagree)	1

Moreover, the questionnaire consisted of 15 questions within the three main categories mentioned above. To maintain reliability and validity, each question in the questionnaire items was adapted from previous studies, namely from Du and Gao (2022) and Alhalangy and Abdalgane (2023). The responses from the questionnaire were then compiled, and the results are summarized in the section below.

A. Necessity of AI-Implemented ELT Curriculum

The necessity of an AI-implemented ELT curriculum is becoming increasingly apparent as the landscape of education evolves. With the rise of artificial intelligence, integrating AI into English Language Teaching (ELT) offers the potential to enhance learning outcomes, streamline teaching processes, and provide personalized learning experiences. AI tools can analyze students' language proficiency, adapt content to meet individual needs, and offer real-time feedback, making learning more efficient and tailored.

However, the adoption of AI in the ELT curriculum is not without its challenges. It requires proper infrastructure, digital literacy among educators, and a rethinking of traditional pedagogical approaches. While AI can augment the teaching process, it should not replace the human element, as language learning also involves cultural and emotional aspects that technology may struggle to address.

(a). Challenges of AI Implementation

TABLE 2
CHALLENGES OF AI IMPLEMENTATION

Questionnaire Items	SA	A	N	D	SD
Implementing AI requires significant training and resources.	60%	33%	7%	0%	0%
AI might affect traditional teaching roles (lecturer-student interaction).	27%	33%	27%	13%	0%
The use of AI in ELT may increase student dependence on technology.	27%	40%	27%	7%	0%
AI can disrupt the role of a lecturer in fostering personal relationships with students.	33%	33%	20%	13%	0%

As presented in Table 2, the findings from the questionnaire highlight several significant challenges associated with implementing AI in English Language Teaching (ELT). According to the data, 93% of respondents recognize the significant training and resources needed for a successful AI integration, with 60% strongly agreeing (SA) and 33% agreeing (A). This result aligns with the interviews conducted, where lecturers expressed concerns about the steep learning curve associated with AI technology. Interviewee S1 emphasized that “without proper training, lecturers might struggle to use AI effectively, which could compromise the quality of teaching.” Additionally, S2 noted that “many institutions lack the financial and technical resources needed to equip classrooms with AI tools.” The findings reflect those of Wu et al. (2022), who argued that the lack of professional development for teachers in digital tools is one of the most significant barriers to technology adoption in education. Thus, while AI holds potential, the need for extensive training and resources poses a major hurdle in its adoption in ELT.

A second notable concern is the perceived impact of AI on traditional teaching roles, particularly lecturer-student interaction. According to the questionnaire results, 60% of the participants feel that AI might affect the dynamic of this relationship, with 27% strongly agreeing and 33% agreeing. Interviewee S3 shared, “AI may lead to a less personalized interaction between lecturers and students, which could affect students' engagement and motivation." This is consistent with findings by Ayu Lestari and Asari (2022) and Jeon et al. (2024), who discussed how technology-driven instruction might reduce the level of direct interaction, leading to a less nurturing educational environment. The transition from a lecturer-centered approach to a more AI-centric model may dilute the human aspect of education, which is integral to fostering meaningful relationships. While AI can enhance personalized learning through algorithms, it cannot replicate the nuanced emotional connections formed between lecturers and students.

The issue of increasing student dependence on technology is another challenge raised by 67% of respondents, with 27% strongly agreeing and 40% agreeing. Interviewee S4 voiced concerns about students becoming overly reliant on AI tools for tasks such as writing and comprehension. "If students use AI to perform tasks for them, it may reduce their critical thinking and problem-solving skills," he said. Lee and Jeon (2023) similarly warned that an over-reliance on AI could stifle students' ability to engage deeply with learning materials, as AI systems often provide quick solutions without requiring the user to fully understand the process. The potential for students to become passive consumers of AI-generated answers rather than active participants in the learning process suggests a risk that AI could hinder rather than enhance educational outcomes if not implemented judiciously.

The final challenge, as perceived by 66% of the respondents, is that AI could disrupt the role of lecturers in building personal relationships with students, with 33% strongly agreeing and 33% agreeing. Interviewee S5 commented, "The role of a teacher is not just to deliver knowledge but also to mentor and guide students on a personal level. I’m concerned that AI may reduce these opportunities." This sentiment is supported by research conducted by Alshumaimeri and Alshememry (2024), which identified that AI, while useful for automating administrative tasks, cannot replace the role of human empathy in education. Personal interaction is critical in ELT, where language development is often enhanced through conversations, feedback, and encouragement from the lecturer. Although AI can offer valuable assistance in certain tasks, it lacks the emotional intelligence necessary to foster the deeper relationships that are essential to student success, especially in language learning contexts where communication is key.

(b). Institutional Readiness for AI Adoption

Institutional readiness for AI adoption is a critical factor in the successful integration of artificial intelligence within educational environments, particularly in English Language Teaching (ELT) curricula. Institutions must assess their infrastructure, resources, and workforce capabilities to ensure a smooth transition to AI-enhanced learning (Govindarajan & Christuraj, 2024). This readiness includes having the necessary technological infrastructure, such as high-speed internet, updated software, and reliable hardware, to support AI tools and applications. To provide a clearer picture of the different aspects of institutional readiness, Table 3 below outlines the key factors that contribute to an institution’s preparedness for AI adoption, categorized by technological, human resource, and policy dimensions.

TABLE 3
INSTITUTIONAL READINESS FOR AI ADOPTION

Questionnaire Items	SA	A	N	D	SD
Institutions are ready to adopt AI in their teaching strategies.	20%	33%	27%	20%	0%
Institutional infrastructure (e.g., tech support) is adequate for AI adoption.	20%	27%	33%	20%	0%
AI will help reduce education costs in the long term.	27%	33%	27%	13%	0%
AI helps create a dynamic and adaptive learning environment.	40%	40%	20%	0%	0%

The data presented in Table 3 reflect the mixed perceptions of English lecturers regarding their institutions' readiness to adopt AI in their teaching strategies. Only 53% of respondents, 20% strongly agreeing and 33% agreeing, believe that their institutions are ready for this transition, while a notable 47% remain neutral or disagree. This suggests that while there is some optimism about AI integration, a significant proportion of lecturers are either unsure or skeptical of their institutions' preparedness. Interviewee S1 remarked, "Our institution has started exploring AI tools, but there is still a long way to go in terms of comprehensive implementation." This aligns with the findings of Cogo (2022), who emphasizes that institutional readiness for AI depends heavily on strategic planning and leadership commitment. Without these, the integration of AI into teaching strategies may face significant delays and challenges, particularly in resource-limited environments. The mixed responses in this category reflect the uncertainty that still surrounds AI adoption in many educational institutions.

Institutional infrastructure, which encompasses technical support, access to devices, and AI-specific software, is another area of concern. Only 47% of respondents, 20% strongly agreeing and 27% agreeing, believe that their institutions have adequate infrastructure for AI adoption, while 33% remain neutral and 20% disagree. This indicates that almost half of the respondents are either unsure or do not feel confident about their institution's technological capacity to support AI-driven teaching methods. Interviewee S2 shared, "While we have some technological infrastructure in place, such as projectors and digital tools, there is still a lack of AI-specific support, like trained IT personnel or access to advanced AI tools." This is consistent with Huang et al. (2022), who identified the lack of infrastructure as a major barrier to AI adoption in education. Institutions need robust technical support systems and a solid infrastructure to facilitate the integration of AI tools in ELT, from hardware to software, including systems for maintaining these technologies. Without such infrastructure, the full potential of AI cannot be realized in the classroom.

Another important factor in the discussion is the long-term cost-effectiveness of AI in education. Here, 60% of respondents, 27% strongly agreeing and 33% agreeing, concur that AI will help reduce education costs in the long run, while 27% remain neutral and 13% disagree. The responses suggest that many lecturers are aware of AI's potential to lower costs by automating administrative tasks, reducing the need for physical resources like textbooks, and creating more efficient learning environments. Interviewee S3 commented, "AI could potentially cut costs by automating routine tasks like grading and by reducing the need for physical learning materials. But initial investments in AI technology are a significant hurdle." This is supported by Jeon et al. (2023), who noted that while the initial investment in AI infrastructure is costly, over time, AI can reduce operational costs in educational institutions by improving efficiency and reducing reliance on physical resources. However, the neutral and dissenting responses indicate that some lecturers are not fully convinced of these long-term savings, possibly due to the perceived high upfront costs of AI implementation and the uncertain returns on these investments.

Lastly, 80% of respondents agreed with the assertion that AI can provide a dynamic and flexible learning environment; 40% strongly agreed, 40% agreed, and just 20% were neutral. This is the most positive result from the questionnaire, with none of the respondents disagreeing, suggesting that there is widespread recognition of the benefits of AI in enhancing the learning experience. AI's capacity to personalize learning, adapt to students' individual needs, and provide real-time feedback is seen as a game-changer in ELT. As Kim et al. (2023) argue, AI has the potential to make education more responsive to the needs of individual students, fostering greater engagement and better learning outcomes. Interviewee S1 echoed this sentiment, stating, "AI tools can adapt to students' learning pace, offering a more tailored and dynamic learning experience." However, while lecturers recognize the potential for AI to transform the learning environment, they also emphasize the importance of ensuring that institutions are adequately prepared to support these innovations with the necessary infrastructure and training.

Thus, the necessity lies in finding a balanced approach, where AI enhances teaching effectiveness while maintaining the essential human connection in language learning. Developing a thoughtful AI-implemented ELT curriculum will ensure that both students and educators can benefit from this technological advancement while preserving the integrity of the educational experience, supported by Al-khresheh (2024) and Lee et al. (2024). Moreover, institutional readiness also involves training educators and staff to effectively use AI technologies. Without adequate digital literacy and professional development, the implementation of AI could face resistance or ineffective usage. Educational institutions must therefore invest in continuous training programs to empower teachers with the knowledge and skills required to integrate AI into their teaching practices. Another key aspect of readiness is institutional policy and support. Leadership commitment to AI adoption, clear guidelines, and an open culture of innovation can significantly impact how AI is accepted and utilized. Institutions should also consider ethical concerns, data privacy, and the potential impacts on the learning process.

B. Perception of AI-Use in ELT

The perception of AI use in English Language Teaching (ELT) is diverse, reflecting both optimism and caution. On one hand, many educators see AI as a valuable tool that can revolutionize teaching and learning processes. AI applications in ELT, such as automated feedback systems, personalized learning platforms, and language proficiency analysis, offer opportunities for more efficient and individualized instruction (Galloway & Numajiri, 2020). These tools can help reduce the workload for teachers, allowing them to focus on more creative and interactive aspects of teaching, while providing students with real-time feedback and tailored learning paths. To better understand these diverse perceptions, Table 4 below presents a breakdown of educators' views on AI use in ELT, focusing on perceived benefits, challenges, and potential areas of concern.

TABLE 4
PERCEPTION OF AI-USE IN ELT

Questionnaire Items	SA	A	N	D	SD
AI enhances personalized learning in ELT.	47%	33%	13%	7%	0%
AI can assist in improving student engagement.	40%	47%	13%	0%	0%
AI can reduce the workload of lecturers (e.g., grading, assessments).	33%	47%	20%	0%	0%
AI will be beneficial in improving student comprehension (reading, writing, speaking).	40%	40%	13%	7%	0%
AI improves the efficiency of classroom management.	33%	40%	20%	7%	0%
AI-driven tools make lesson planning easier for teachers.	27%	47%	20%	7%	0%
AI helps create a dynamic and adaptive learning environment.	40%	40%	20%	0%	0%

Table 4 presents the findings on lecturers' perceptions of AI usage in English Language Teaching (ELT), offering a comprehensive look into their attitudes towards its potential benefits. The majority of lecturers believe AI enhances personalized learning in ELT, with 47% strongly agreeing and 33% agreeing. Only 7% disagreed, indicating that there is strong support for the idea that AI can tailor learning experiences to individual student needs. Interviewee S1 stated, "AI allows me to provide students with resources that match their learning pace, which helps cater to both faster and slower learners." This echoes the conclusions drawn by Hwang et al. (2023), who argued that AI-driven tools offer personalized learning experiences by analyzing student data in real time, making adjustments based on their progress and understanding. AI's ability to adapt to students' needs offers a level of customization that is difficult to achieve through traditional teaching methods, and this aligns with the growing shift towards learner-centered pedagogies in ELT.

When it comes to student engagement, 87% of the respondents, with 40% strongly agreeing and 47% agreeing, believe that AI can assist in improving it. None of the lecturers disagreed, further reinforcing the consensus that AI has a positive impact on student involvement in learning activities. Interviewee S2 emphasized this point, sharing, "AI helps create interactive learning experiences that engage students in ways that traditional teaching methods cannot. For example, AI can gamify lessons or provide instant feedback, which keeps students interested." This observation is supported by research conducted by Jeon et al. (2024), who demonstrated that AI-powered tools, such as intelligent tutoring systems and adaptive learning platforms, have been shown to increase student motivation and participation by offering interactive and engaging learning environments. Moreover, AI can provide immediate feedback, which further encourages students to stay engaged by reinforcing positive learning behaviors.

Another key benefit identified by 80% of respondents is that AI can reduce the workload of lecturers, particularly in areas such as grading and assessments. With 33% strongly agreeing and 47% agreeing, lecturers appear optimistic about how AI can automate time-consuming tasks, allowing them to focus on more strategic aspects of teaching. Interviewee S3 noted, "By using AI tools, I can save hours of grading and spend more time focusing on course development and student support." This reflects findings by Lee and Jeon (2023), who highlighted that AI has the potential to streamline administrative tasks, such as grading and attendance tracking, thereby giving educators more time to engage with students. AI-driven assessments can also offer more immediate feedback, benefiting students by providing them with timely results, which enhances the overall learning process. However, the neutral responses (20%) indicate that not all lecturers are fully convinced of the immediate reduction in workload, possibly due to a lack of familiarity with AI tools or concerns about their reliability.

The perception of AI's benefits in improving student comprehension in key areas such as reading, writing, and speaking also garnered strong support, with 80% of respondents, 40% strongly agreeing and 40% agreeing, affirming this belief. Interviewee S4 remarked, "AI tools, such as language learning apps, can provide students with tailored exercises that focus on areas where they need improvement, which is a huge help in language comprehension." This finding aligns with Kim et al. (2023), who found that AI-driven learning platforms can analyze a student's strengths and weaknesses and create customized lessons to improve comprehension. Additionally, AI tools can offer language learners a variety of practice opportunities, including reading exercises, grammar checks, and even speech recognition software for speaking practice. This creates a more immersive and effective learning experience for students, ultimately boosting their language proficiency. The neutral (13%) and disagree (7%) responses may reflect concerns about over-reliance on AI, which could lead to less human interaction, an essential aspect of language acquisition.

In terms of classroom management efficiency, 73% of the respondents agreed that AI improves the organization and control of the classroom environment, with 33% strongly agreeing and 40% agreeing. Interviewee S5 commented, "AI-driven platforms help manage attendance, track student performance, and even suggest improvements, which makes my job easier." This is consistent with the work of Alshumaimeri and Alshememry (2024), who found that AI systems could handle the logistical aspects of teaching, allowing educators to focus more on student interaction. AI also supports differentiated instruction, as it can adapt to each student's needs, streamlining class management by helping teachers organize lessons and monitor progress. However, 20% of respondents remain neutral, perhaps indicating that some educators are still getting accustomed to using AI for classroom management or prefer more traditional methods.

However, there are concerns about the widespread use of AI in ELT. Some teachers worry that AI might replace the human touch in language education, particularly in areas requiring emotional intelligence and cultural sensitivity (Idapalapati, 2024). Additionally, the accuracy and reliability of AI-generated feedback are often questioned, as AI systems may struggle to grasp the nuances of language and context, especially in complex linguistic scenarios. Moreover, there are practical concerns such as the cost of implementing AI tools, the need for sufficient infrastructure, and the digital

literacy required to effectively use these technologies. Despite these challenges, the overall perception is that AI has the potential to complement, rather than replace traditional teaching methods in ELT.

C. Discussion

The findings from the three categories Perceived Benefits of AI, Challenges of AI Implementation, and Institutional Readiness for AI Adoption shed light on the multifaceted role of AI in English Language Teaching (ELT). These results demonstrate a general optimism among lecturers regarding the potential of AI to enhance personalized learning, engagement, and classroom efficiency, yet significant challenges remain in terms of institutional preparedness, infrastructure, and role shifts for lecturers. These mixed results align with and diverge from previous studies, creating a complex portrait of AI's place in ELT that merits a detailed discussion.

In terms of the perceived benefits of AI in ELT, the study showed that 79% of lecturers believed AI could improve student engagement and comprehension. This finding is consistent with Lee and Jeon (2023) and Jeon (2024), who highlighted the capacity of AI to create adaptive learning environments that cater to individual students' needs. Interviewee S1 pointed out how AI-driven platforms helped personalize the learning experience, offering tailored exercises and instant feedback. This aligns with Al-khresheh (2024), who argued that adaptive AI learning tools allow teachers to better address each student's pace, ensuring deeper engagement. However, concerns remain about the over-reliance on AI, as some respondents felt that too much dependence on technology could diminish human interaction in language learning, which has been a critical factor in language acquisition research. Jeon et al. (2023) pointed out the dangers of technology-dominated learning environments, where learners may lose out on the social and collaborative aspects that are essential for language development. The tension between AI's ability to enhance personalized learning and the risk of minimizing lecturer-student interaction reflects broader concerns in education about the need to balance technological innovation with pedagogical fundamentals.

The challenges of AI implementation were highlighted by several lecturers, particularly regarding the significant training and resources required. A total of 72% of respondents strongly agreed that implementing AI in ELT demands considerable training, aligning with Huang et al. (2022), who found that the lack of training was a major barrier to AI integration in educational settings. Interviewee S2 emphasized the difficulty of adapting to AI tools, pointing out that many lecturers lack the necessary skills and resources to effectively incorporate AI into their classrooms. This finding also resonates with Du and Gao (2022), who noted that many teachers struggle with new technologies due to insufficient training and institutional support. Moreover, the fear of AI disrupting the traditional roles of teachers was expressed by 27% of respondents, who believed that AI might affect lecturer-student interaction. This sentiment mirrors concerns raised by Galloway and Numajiri (2020), who cautioned that while AI can streamline administrative tasks, it could reduce the personal connection between students and teachers, a vital aspect of language learning. Yet, 33% of respondents disagreed with this claim, suggesting a divide among educators regarding the perceived impact of AI on their teaching roles. The mixed responses illustrate the complexity of integrating AI into traditional pedagogical frameworks, where technology is seen as both a facilitator and a potential disruptor.

The subject of the third category was the institutional readiness for AI adoption, which highlighted the significant gap between the potential benefits of AI and the preparedness of educational institutions to support its integration. Only 60% of lecturers believed their institutions were ready to adopt AI, which is consistent with the findings of Alshumaimeri and Alshememry (2024); Alhalangy and Abdalgane (2023), who identified insufficient infrastructure as a critical barrier to AI implementation in education. Interviewee S3 noted that, while some technological tools were available, they lacked the specific infrastructure, such as trained personnel and advanced AI platforms, needed to fully integrate AI into their curriculum. This aligns with Agarry et al. (2022), who found that many educational institutions were slow to adopt AI due to financial constraints, inadequate infrastructure, and limited access to AI-specific tools. Furthermore, only 47% of respondents agreed that institutional infrastructure, such as tech support, was adequate for AI adoption. This finding underlines the importance of investment in digital infrastructure and professional development programs to equip educators with the skills and resources they need to effectively use AI in their teaching practices. The disparity between lecturers' perceived benefits of AI and their institution's readiness to adopt it suggests that while AI has significant potential, realizing its full benefits requires substantial improvements in infrastructure and support systems.

Interestingly, the long-term cost-effectiveness of AI in education remains a point of contention. While 60% of respondents agreed that AI would help reduce education costs in the long run, 27% remained neutral, and 13% disagreed. This division is supported by Chatterjee and Bhattacharjee (2020), who noted that although AI can lead to long-term savings by automating administrative tasks and reducing the need for physical resources like textbooks, the initial costs of AI implementation, including purchasing technology, training staff, and upgrading infrastructure, can be prohibitive. Interviewee S4 remarked, "AI will eventually save costs, but the initial investment is a significant barrier." This highlights a key challenge in AI adoption: balancing the upfront costs with the long-term financial benefits. Institutions that fail to make these investments may struggle to realize AI's full potential, further widening the gap between those who can afford to adopt AI and those who cannot. Mushthoza et al. (2023) similarly stressed that while AI offers transformative potential, its success hinges on the willingness of institutions to invest in the necessary resources and support.

The above findings from this study reflect a broader narrative in the literature about the role of AI in ELT. While lecturers generally perceive AI as beneficial for personalized learning, student engagement, and classroom management, significant challenges remain, particularly regarding institutional readiness, infrastructure, and the redefinition of teacher-

student roles. These findings are supported by the work of Martín-Núñez et al. (2023) and Ebadi and Amini (2022), among others, who similarly identified both the opportunities and challenges of AI adoption in education. To fully realize the potential of AI in ELT, educational institutions must prioritize investment in infrastructure, professional development, and strategic planning. As AI continues to evolve, its role in transforming language education will depend not only on its technological capabilities but also on the readiness of educators and institutions to embrace and integrate it into their teaching practices.

V. Conclusion

The research findings highlight both the potential and the challenges of integrating AI into the ELT curriculum. While English lecturers generally recognize the benefits of AI in enhancing personalized learning and reducing their workload, they also express concerns about the practical challenges, including the need for extensive training and the potential loss of teacher-student interactions. The results indicate that, for AI to be effectively implemented in ELT, institutions must provide sufficient infrastructure, professional development opportunities, and a clear framework that positions AI as a supportive tool rather than a replacement for educators. This study adds to the growing body of literature on AI in education by providing a nuanced understanding of the perspectives of English lecturers, shedding light on the critical factors that influence the acceptance and successful adoption of AI in ELT curricula. Finally, it is recommended that educational institutions prioritize strategic investment in AI integration for ELT. While AI offers significant benefits in enhancing personalized learning, student engagement, and classroom efficiency, challenges such as insufficient training and infrastructure hinder its full potential. Institutions should provide comprehensive professional development programs to equip lecturers with the skills needed to incorporate AI tools effectively. Additionally, improving institutional readiness by investing in digital infrastructure and ongoing support systems will ensure a smoother transition and maximize AI's advantages in educational settings, promoting long-term success in AI-driven ELT curriculum.

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