CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study concludes that the integration of AI-integrated Mobile-Assisted Language Learning fostered a shift toward more student-centered interaction patterns in the EFL speaking classroom. Classroom interaction was no longer dominated by teacher-fronted talk, but instead unfolded through a combination of individual AI-mediated rehearsal, peer interaction, and selective teacher scaffolding. Students were afforded greater interactional space to prepare, rehearse, and refine their spoken output before engaging in public or semi-public classroom interaction. As a result, interaction patterns became more flexible and layered, moving from private preparation to collaborative speaking practices. This configuration enabled students to participate in speaking activities with greater readiness and reduced pressure, allowing interaction to function as a site for practice and development rather than mere performance.

The teachers' perspective, AI-integrated MALL was perceived as a tool that supported a gradual shift in instructional roles from authoritative knowledge providers to facilitators of interaction. Teachers viewed AI feedback as a complementary resource that reduced the need for constant direct correction and allowed them to focus on managing tasks, monitoring participation, and providing targeted scaffolding when needed. This role reconfiguration created opportunities for teachers to prioritize interactional flow and learner support rather than linguistic control. However, the findings also suggest that this shift was not automatic or uniform; teachers' mediation remained essential to balance individual AI use with meaningful peer interaction. Overall, teachers perceived AI-integrated MALL as effective when it enabled them to orchestrate interaction rather than replace their pedagogical presence.

The students' perspective, AI-integrated MALL was associated with increased confidence, willingness to speak, and perceived fairness in classroom interaction. Students viewed AI-mediated practice as a safe space that allowed them

to experiment with language, make mistakes privately, and enter interaction with greater preparedness. This perception contributed to more balanced participation and less domination by more proficient speakers, particularly during pair and group activities. Nevertheless, students' engagement remained closely linked to teacher guidance, especially in transitioning from individual rehearsal to shared interaction. Overall, students perceived AI-integrated MALL not merely as a technological aid, but as a mediating tool that reshaped how they participated, took turns, and positioned themselves as active contributors within classroom interaction.

5.2 Implications of the Study

5.2.1 Theoretical Implications

This study offers several theoretical implications for understanding classroom interaction and speaking development within AI-integrated Mobile-Assisted Language Learning contexts. First, the findings extend the concept of classroom interactional competence by demonstrating how interactional space can be mediated not only through teacher discourse moves, but also through AI-supported rehearsal and feedback. The presence of AI as an interactional mediator enabled a reconfiguration of classroom talk, where learners were afforded opportunities to prepare and self-correct before engaging in social interaction. This suggests that interactional competence in contemporary classrooms may involve managing human–AI–student interactional sequences rather than relying solely on teacher–student talk.

Second, the findings contribute to theories of dialogic and participatory learning by illustrating how reduced speaking anxiety and increased emotional safety can function as prerequisites for meaningful classroom interaction. The study shows that interaction patterns became more balanced when learners perceived the learning environment as non-threatening, particularly through private AI-mediated practice. This highlights the importance of affective conditions in shaping participation and turn-taking, suggesting that interactional quality cannot be fully explained without considering learners' emotional engagement alongside discourse structure.

Finally, this study expands the theoretical understanding of Mobile-Assisted Language Learning by positioning AI-integrated MALL not merely as a tool for individual skill practice, but as a catalyst for interactional transformation. The findings indicate that linguistic development and classroom dynamics are closely intertwined, and that improvements in speaking mastery are mediated through changes in participation structures and teacher roles. This reinforces the view that technology-enhanced language learning should be theorized as an interactional system rather than an isolated instructional intervention.

5.2.2 Pedagogical Implications

From a pedagogical perspective, the findings suggest that AI-integrated MALL can be effectively used to support more student-centered and inclusive speaking classrooms when it is strategically embedded within instructional design. Teachers are encouraged to position AI tools as preparatory and supportive resources that allow students to rehearse, receive feedback, and build confidence prior to engaging in classroom interaction. Such use can help reduce speaking anxiety and encourage wider participation, particularly among less confident learners.

In addition, the study highlights the importance of teacher mediation in balancing individual AI use with collaborative interaction. While AI-supported rehearsal provides valuable autonomy, teachers remain central in orchestrating interactional flow by designing tasks that guide students from private practice to pair or group communication. This suggests that professional development for teachers should focus not only on technical competence in using AI tools, but also on interactional decision-making, such as when to intervene, when to step back, and how to scaffold participation.

Finally, the findings imply that AI-integrated MALL can support more equitable participation and turn-taking when aligned with clear pedagogical goals. Teachers can use AI feedback to minimize overcorrection and reduce domination by more proficient speakers, allowing interaction to function as a shared learning space. However, the effectiveness of this approach depends on intentional task sequencing and reflective teaching practices. Therefore, the pedagogical value of

AI-integrated MALL lies not in the technology itself, but in teachers' ability to integrate it into interactionally meaningful speaking activities.

5.3 Limitations of the Study

Despite the contributions of this study, several limitations should be acknowledged. First, the study was conducted within a single institutional context, involving one senior high school and a limited number of teachers and students. This contextual focus may restrict the generalizability of the findings to other educational settings with different institutional cultures, learner profiles, or levels of technological readiness.

Second, the duration of the AI-integrated MALL implementation was relatively short. Although the study captured noticeable changes in interaction patterns and speaking development, longer-term classroom observation may reveal more stable or evolving interactional practices that could not be fully explored within the time frame of this research.

Finally, while this study combined classroom observations and interviews to explore classroom dynamics, the analysis primarily focused on perceived interactional changes rather than fine-grained discourse analysis. As a result, micro-level features of interaction, such as specific teacher talk moves or turn-by-turn negotiation processes, were not examined in depth. These limitations suggest that the findings should be interpreted as context-sensitive rather than universally applicable.

5.4 Recommendations

Based on the limitations and findings of this study, several recommendations for future research are proposed. Future studies may involve broader educational contexts, such as different school types or proficiency levels, to examine whether similar interaction patterns emerge across diverse EFL classrooms. Expanding the participant pool may also allow for comparative analysis of how AI-integrated MALL functions in varied instructional environments.

Further research is also recommended to adopt longitudinal designs that explore the sustained impact of AI-integrated MALL on classroom interaction and

speaking development over longer periods. Such studies may provide deeper insights into how teacher roles, learner autonomy, and participation structures evolve as teachers and students become more familiar with AI-supported learning practices.

In addition, future research may employ interactional or discourse-analytic approaches to examine classroom talk at a micro level. Investigating turn-by-turn interaction, teacher questioning strategies, or peer negotiation during AI-supported tasks would enrich understanding of how interactional competence is constructed in technology-mediated classrooms. These directions may help refine both theoretical frameworks and pedagogical practices related to AI-integrated MALL in language education.