

## TEACHERS' PERCEPTIONS ON THE IMPACT OF ARTIFICIAL INTELLIGENCE ON ENGLISH LANGUAGE LEARNING IN LIBYAN EFL CLASSROOMS

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### ABSTRACT

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Artificial intelligence integration is becoming increasingly popular in English language learning. This paper explores the effect of Artificial Intelligence (AI) on English language learning, with a specific focus on the attitudes Libyan EFL (English as a Foreign Language) teachers at the Faculty of Education, Elmergib University. For this purpose, 20 Libyan EFL teachers were purposefully selected. The required data were collected using a mixed-methods, gathering both quantitative and qualitative data from a sample of 20 EFL teachers who incorporate AI tools in their teaching practices. A survey instrument including multiple-choice, open-ended, and Likert-scale items was used to gather the quantitative data. Semi-structured interviews were also used to collect qualitative data from the same sample of twenty EFL teachers. The results obtained from the data analysis and discussion indicated that, while EFL teachers have a positive attitude towards AI tools, constant support and comprehensive training will enable them to make the best use of AI tools and to overcome associated challenges with their integration.

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### 1.0 Introduction

The rapidly changing technological world has affected various fields, and education is no exception. Probably one of the greatest innovations over the past few years is AI, which started to transform language learning. With the prevalence of English being the language of the world, its integration into ELL comes with several exciting opportunities and crucial challenges.

AI applications in English languages include intelligent tutoring systems, language processing tools, chatbots, and adaptive learning platforms. All of these bring different merits for both teachers and learners.

AI can also offer personalized learning, instant feedback, and support for various learning styles. However, AI integration in ELL raises concerns about equitable access, the digital divide, and potential over-reliance on the technology in the learning process. Umar, U. (2024)

The paper aims to examine the effect of Artificial Intelligence AI in English language learning. specifically, it examines the attitudes of Libyan EFL teachers towards the use of AI technology in ELL. The goal is to determine the most important benefits, challenges, and ethical issues related to AI technology in the setting of EFL instruction

## 1.1 Problem Statement

As AI tools are becoming common phenomena in the field of education, we still have a limited understanding of how they affect learning English. Concerns have been raised by some educators, asking if these technologies really help language learners to improve proficiency in English. Previous studies often focus on specific AI tools and do not look at their general impact on the learning process. Moreover, there is a lack of research examining Libyan EFL teachers' perceptions on the impact of AI on English language learning in their classrooms. The paper intends to address this gap by answering the following.

## 1.2 Research Question

- How does AI improve English language learning outcomes?
- What is the attitude of the teacher towards the use of AI in English language learning?
- What are the difficulties of AI use in English language learning?

## 1.3 Significance of the Study

Artificial intelligence (AI) has a big role changing the way EFL students interact with languages in the future, thus, it's important to investigate its impact on language acquisition. The study will examine the attitudes of Libyan EFL teachers towards the use of AI applications in ELL. Their perceptions and readiness to adopt these technologies are quite important for the successful implementation of such technologies. Additionally, the paper will highlight how AI tools can assist in developing English language skills and address the ethical issues and barriers associated with their use. By investigating these areas, the study aims to educate researchers, educators, and policymakers in a Libyan context on the use of AI in ELL and the essential elements required for its responsible and successful implementation.

## 2.0 Literature Review

This section will concentrate on the previous studies on the use of AI in English language learning. It begins by defining AI and outlining its benefits of AI in ELL. Next, it discusses challenges of AI in ELL and ethical considerations. Finally, it discusses studies that have examined teachers' perceptions towards the use of AI tools in ELL.

## 2.1 Artificial Intelligence

Mehrotra, D (2019) defined AI as a field of computer science that focuses on analyzing and creating intelligent devices and software. Triantafyllou, S. (2024) further defined AI as the design and implementation of computer systems that attempt to imitate some facets of human behaviour, such as learning and adaptability, inference, and problem-solving.

## 2.2 The Benefits of AI in ELL

The integration of AI and technology in ELL reformed language education. AI Technologies, including Natural Language Processing, Machine Learning, and speech recognition, are tools that improve grammar, vocabulary, and pronunciation by providing real-time and personalized feedback, incomparable to the traditional method of teaching. Evenddy (2024) The developments of advanced models such as ChatGPT for interactive language practice, Grammarly for instant grammar feedback, and Knewton for personal learning pathways have further supported the use of AI in ELL. Stavytska, Shalova, and Korbut (2024).

Kim, Cha, and Kim (2019) expounded that AI in learning English, especially the chatbots, can improve language input and provide opportunities for language learners to improve their communicative skills. Moreover, AI technologies support pronunciation evaluation by deep learning algorithms, thus increasing the precision and efficiency of language teaching (Arul Raj et al, 2024).

By embracing AI and technology, educators are able to develop vibrant, inclusive, and effective language learning environments that empower learners to become successful in the interdependent world of today (Umar, U. 2024). A recent study by Idham, Rauf, and Rajab (2024) assessed how AI influences the teaching of the English language. Their findings suggest that English lecturers deploy AI for answering questions, grammar checking, plagiarism detection, paraphrasing, literature reviewing, and so on. Although AI has changed the English teaching landscape by offering benefits such as plagiarism and grammatical error detection, it basically puts forth the idea that the effective use of AI demands digital literacy. So, English teachers need to enhance their digital skills in order to be on par with these changes in education.

Correspondingly, Priya and Agrawal (2024) found that AI technologies have changed the teaching and learning of the English language, providing personalization in learning experiences and increasing student interest, offering teachers strong tools to enhance teaching techniques. Rizqi and Akbarani (2024) also emphasized that the requirement of AI in teaching English has to be effective both in process and outcome if managed properly with the right timing.

## 2.3 Challenges and Ethical considerations and of AI in ELL

Despite the obvious advantages, there are challenges that must be addressed when integrating AI into ELL. Alam, Ahmad, & Biryukova (2024) highlighted a range of challenges faced by students and teachers when using AI tools for English language learning are many. Teachers find themselves caught in a dilemma over whether to permit or limit students from the use of the AI tools since literature on effective use remains limited. According to Zulkarnain and Yunus (2023), teachers generally perceived the integration of AI technology in primary education positively because of its dynamic nature and effectiveness. However, that does not mean the teachers are not facing any challenges; among these are limited computer facilities, a

lack of skill, and insufficient support. Woo, Susanto, & Guo,(2023) further detailed issues such as inadequacies in the AL system, students balancing enthusiasm with preference, and the struggle for language autonomy, as revealed in their study on machine-in-the-loop writing.

In addition to these challenges, there are serious ethical considerations associated with the use of AI in ELL. Amin, M.Y.M. (2023) highlighted serious issues related to equality, privacy, and the dehumanization of the learning process. Mohd, Nazim (2024) noted that while teachers are very positive about the role of AI in student-centered instruction, they also express concerns about overreliance, bias, and a digital divide. Alghamdy, R. Z. (2023) presented several other ethical issues, including the privacy of personal data, academic dishonesty, and a decrease in instructors' job security.

Over all, these ethical concerns need to be addressed in order to balance the benefits of AI against these ethical considerations to achieve effective EFL learning outcomes.

#### **2.4 Attitudes of Teachers Toward AI**

A number of studies underline the efficiency and the teachers' perceptions of the use of AI in English language learning. For instance, Yetkin and Özer-Altinkaya (2024) found that pre-service English language teachers hold a combination of positive and negative attitudes towards the integration of AI, with various factors influencing their perspectives on the use of AI-based tools in language education.

In related study, Pokrivcakova, S. (2024) on pre-service teachers' attitudes towards artificial intelligence and its integration into EFL teaching and learning. The result of the study showed that Slovak EFL pre-service teachers exhibit positive attitudes towards integrating artificial intelligence (AI) into EFL teaching. Specifically, 63.50% of the respondents agreed that AI will improve education in general, reflecting their optimistic expectations about AI's role in teaching and learning English as a foreign language.

Chaeun, Kim (2023) conducted a study about pre-service EFL teachers' perceptions of AI-based machine translation system. This study showed that pre-service EFL teachers' have positive perceptions of using machine translations to improve English writing and reading skills in foreign language learning; but they express concerns about its negative impact on future students' language learning.

Similarly, Mudawy and Mohammed (2024) investigated the views of faculty members at Majmaah University on integrating AI applications. Their results were similar to the studies mentioned above, presenting positive attitudes towards using AI to improve the research writing process. They think these tools can improve both efficiency and quality in research writing. However, the study also highlighted the necessity of increasing knowledge about AI applications, and training and support need to be provided in order to facilitate integration.

Despite these generally positive attitudes caution is advised, Burkhard (2022) stated that students might use AI tools unreflectively, which could put them in possible trouble, such as unintentional plagiarism. teachers can play a big role in guiding the students on the proper usage of AI tools in order to avoid misapplication and ensure meaningful strategies of learning.

To sum up, effective implementation and educational outcomes need awareness of knowledge and a variety of attitudes of teachers towards the use of AI in English language learning. The need is to understand the beliefs, concerns, and expectations of teachers to offer appropriate kinds of support, training, and resources.

### **3.0 Methodology**

The methodology of the study focuses on the details of the research design and methodology that were used to illustrate the influence of AI on learning English, the form of the research approach that was applied, techniques of collecting data, participant selection, data analysis, and ethics considerations implemented.

#### **3.1 Research Design**

The study has a mixed-method approach whereby quantitative data is integrated with qualitative data to give a comprehensive understanding of the effect of AI on English language learning. This design may allow for data triangulation, thereby increasing the validity and reliability of the findings

#### **3.2 Participants**

Participants for this study were purposefully selected to achieve the research objectives. The sample includes 20 English language teachers from the Faculty of Education at Elmergib University, all of whom utilize AI tools in their teaching practices.

#### **3.3 Data Collection Methods**

Participants for this study were purposefully selected to achieve the research objectives. The sample includes 20 English language teachers who utilize AI tools in their teaching practices

##### **3.3.1 Survey**

An online survey was conducted among teachers to receive data on a quantitative basis that would provide insight into teachers' experiences and perceptions regarding AI in English language learning. The survey included Likert-scale questions, multiple-choice questions, and open-ended questions. This questionnaire is composed of four parts:

##### Demographic Information

This section is designed to record some basic information about you to help in contextualizing your answers.

##### AI Usage in Learning

This section reflects the rate and types of AI tools that you have used for studying English.

##### Perceptions and Impact

This section attempts to elicit your perception of how AI tools have impacted your learning process and the respective learning outcomes.

#### Future Use and Suggestions

This section collects your interest in using AI tools in the future and how to improve these tools.

### 3.3.2 Interview

Semi-structured interviews were held with 20 teachers to elicit qualitative responses about their experiences. The interview elicited further views on the benefits, challenges, and overall impact AI has on English language learning.

## 4.0 Data Analysis

### Quantitative Data

Quantitative data from the survey was analyzed using descriptive statistics to summarize the general trends.

### Qualitative Data

Qualitative data from the interview was analyzed using thematic analysis. Transcripts were coded to identify key themes and patterns related to the use of AI in English language learning.

## 4.1 Results and discussion.

### *Analysis of EFL Teachers' Questionnaire*

#### Section 1: Demographic Information

##### 1 Age

The age distribution will be analyzed using frequency and percentage for every age group to be able to understand the demographic profile of the respondents.

Table 1. Age of the Participants

Age Group	Frequency	Percentage
20-30 years	5	25%
31-40 years	8	40%
41-50 years	4	20%
51+ years	3	15%
Total	20	100.0

Most of the respondents, 40% fall in the 31-40 age group. This suggests that the population of teachers is rather young. This could mean that they are open to new technologies like AI because they are in the active phase of their careers. Additionally, 25% of them are within the age bracket of 20-30 years, thus confirming that they are indeed a young and tech-savvy

population. Another 20% of the teaching staff are within the 41-50-year age bracket, while 15% are over 51, thus showing a fair share of experience within the teaching staff.

## 2. Gender

The gender distribution will also be shown in frequency and percentage to detail the variation among the respondents.

Table 2. Gender of the Participants

Gender	Frequency	Percentage
Female	12	60%
Male	8	40%
Total	20	100.0

The gender distribution shows a slightly higher proportion of female teachers at 60% compared to male teachers at 40%. This might be a reflection of broader gender trends in the teaching profession. Gender distribution is important in designing gender-sensitive trainings and support programs.

## 3. Years of Teaching Experience

Descriptive statistics will be used to summarize the years of teaching experience and they will give an insight into the level of experience of the teachers.

Table 3. Years of Participants Teaching

Years of Experience	Frequency	Percentage
0-5 years	4	20%
6-10 years	6	30%
11-15 years	5	25%
16+ years	5	25%
Total	20	100.0

The experience distribution shows that the majority of teachers have 6-10 years of experience (30%), followed by large representations from the 11-15 years and 16+ years groups, with 25% each. This means that there is a good balance between relatively new and very experienced teachers in school. AI tool adoption strategies, therefore, have to accommodate needs for the relatively new as much as the ones with appreciable teaching experience.

## 4. Educational Level

The responses concerning educational qualifications are categorized and analyzed in order to profile the academic background of the respondents.

Table 4. Educational Level of the Participants

Educational Level	Frequency	Percentage
Master's Degree	16	80%

Doctorate	4	20%
Total	20	100.0

The educational qualifications indicate that 80% of the respondents have a master degree and 20% have a doctorate degree. This high level of educational attainment may suggest that the teachers are well-qualified and, therefore, in a better position to understand AI tools and their integration into their teaching practices.

## Section 2: AI Usage in Teaching

### 5. Frequency of AI Tool Usage

The responses will then be summarized in terms of frequencies and percentages to indicate the extent to which teachers make use of AI tools during their teaching practice. Some deeper insights may also come from cross-tabulation with demographic variables like age, sex, and experience.

Table 5. Frequency of AI Tool Usage

Frequency of Usage	Frequency	Percentage
Always	6	30%
Often	10	50%
Sometimes	3	15%
Rarely	1	5%
Never	0	0%
Total	20	100.0

The frequency of AI tool use is that 50% of teachers use the tools often, and 30% always. This sort of regular usage might have suggested an increasing tolerance and acceptance of the AI tools in their teaching practices. However, the 15% sometimes users and 5% rare users set a need for targeted interventions to increase consistent use across the board. The data would prove there is a very positive effect of AI in learning the English language, with most participants frequently using these tools.

### 6. Types of AI Tools Used

The data that will be obtained on AI tools will be analyzed by calculating the frequency and percentage for each type of tool. Multiple response items will be accounted for to know how many varieties of tools are in use by the teachers.

Table 6. Types of AI Tools Use

AI Tool	Frequency	Percentage
Language Learning Apps	12	60%
Automated Grading	5	25%
Virtual Assistants	3	15%
Total	20	100.0

Language learning apps are the most widely used AI tool 60% of the sample, followed by 25% for automated grading tools and 15% for virtual assistants. This preference for language learning apps suggests that teachers find these tools directly useful in teaching languages. The considerable utilization of automated grading points to an appreciation of tools cutting down on administrative tasks; the uptake of virtual assistants brings into relief interest in tools that can interrelate with students.

### Section 3: Perceptions and Impact

#### 7. Agreement with Statements

To analyze the responses to the Likert-scale statements, mean and standard deviation were used to gain an idea of the extent to which each statement is agreed with. This data can also be cross-tabulated with demographic variables to identify patterns among different sub-groups of teachers.

Table 7. To what extent do you agree with the following statements? ? (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

Statement	Mean	Standard Deviation
AI tools improve engagement	4.2	0.8
AI tools provide valuable data	3.9	0.9

The teachers strongly agree that the AI tools enhance engagement, with a mean of 4.2 and SD = 0.8, and that they provide relevant data with a mean of 3.9 and SD = 0.9. This very positive perception of their use shows the potential of AI tools in enhancing teaching efficiency by providing information that is pertinent to assessing student performance and learning patterns.

#### 8. Observed Benefits

Open-ended responses will be coded and categorized for themes. The frequency of each theme will be calculated to determine the most common benefits observed.

Table 8. What are the main benefits you have observed in using AI tools in your teaching? (Open-ended)

Benefit	Frequency	Percentage
Increased Engagement	8	40%
Personalized Learning	6	30%
Efficient Grading	6	20%
Total	20	100.0

The most frequent answer was increased engagement, at 40%, followed by 30% for personalized learning, and efficient grading at 20%. The benefits enumerated above root well in the identified types of AI tools used, hence meaning that teachers recognize the value of AI in making learning more interactive and personalized while reducing workload.

#### 9. Encountered Challenges

The challenges will be coded and grouped similarly as the benefits. The frequency of each theme will be presented to highlight common challenges among teachers.

Table 9: What challenges have you encountered when using AI tools in your teaching? (Open-ended)

Challenge	Frequency	Percentage
Technical Issues	7	35%
Lack of Training	7	35%
Resistance to Change	6	30%
Total	20	100.0

The most frequently reported challenge is technical problems with 35%, a lack of training with 35%, resistance to change following closely with 30%. All these challenges bring out areas that need critical attention to make the integration process smooth. These barriers can be reduced by providing robust technical support and relevant training programs, while strategies to deal with change resistance are also very important.

#### 10. Overall Impact

Responses will be qualitatively analyzed to capture the overall sentiment and key themes regarding the impact of AI on English language learning

Table 10. How do you perceive the overall impact of AI on English language learning in your classroom? (Open-ended)

Theme	Frequency	Percentage
Improved Efficiency	10	50%
Enhanced Learning Outcomes	10	50%
Total	20	100.0

While 50% of the respondents reported that AI tools had improved their efficiency, the other half of the respondents indicated improved learning outcomes as the overall impact of AI tools. These impacts further point to the duality of AI benefits in terms of both administrative efficiency and instructional effectiveness, thus furthering the importance of continued support for AI tool adoption in teaching.

### Section 4: Future Use and Training

#### 11. Interest in Further Training

The responses will be presented in frequencies and percentages to show the interest level in further training.

Table 11. Are you interested in receiving more training on using AI tools in English language teaching?

Interest in Training	Frequency	Percentage
Yes	16	80%
No	4	20%
Total	20	100.0

A strong majority (80%) of teachers' express interest in further training, demonstrating a strong demand for professional development opportunities in AI tool usage. This presents a positive interest in view of future initiatives toward enhancing AI literacy among teachers.

## 12. Preferred Training Types

The preferences for types of training will be summarized based on the frequency and percentage for each of the options. The question will allow multiple responses.

Table 12. What types of training would you find most helpful? (Select all that apply)

Training Type	Frequency	Percentage
Hands-on Workshops	12	60%
Online Courses	6	30%
Webinars	2	10%
Total	20	100.0

The fact that the greatest proportion of teachers, 60%, are inclined toward hands-on workshops, shows a leaning toward interactive training methods. Other preferences relate to online courses at 30% and webinars at 10%, which show a willingness to be trained in divergent formats. This information is critical for designing effective training that meets the learning preferences of the teachers.

## 13. Suggestions for Improvement

Open-ended responses will be coded and grouped under themes. The frequency of each theme will be counted in order to define common suggestions for improving AI integration in English teaching.

Table 13. Do you have any suggestions for improving the integration of AI in English language teaching? (Open-ended)

Suggestion	Frequency	Percentage
User-Friendly Interfaces	5	25%
Better Technical Support	5	25%
More Training Opportunities	10	50%
Total	20	100.0

The most common suggestions for improvement were a need for more training opportunities, 50%, user-friendly interfaces, 25%, and better technical support, 25%. These suggestions provide clear directions about how to improve the design of AI tools and their support systems to better integrate these tools into teachers' practices.

Results show overall positive attitudes towards AI tools as useful for engaging purposes, personalization, and increasing efficiency in language learning. However, technical issues and extensive training with user-friendly interface tools should be done in order for AI to be integrated more. High interest in further training and miscellaneous training preferences confirm that professional development in this area is a continuous process.

## **Thematic analysis for the interview**

This thematic analysis is aimed at systematically investigating and interpreting the qualitative data that was retrieved from the interviews with respect to AI's influence on the learning of the English language.

### **Theme 1: Enhanced Learning Outcomes**

There were strong remarks by teachers about improved English language skills as a result of using AI tools. Some of these trends that teachers identified include better pronunciation, writing skills, and overall engagement.

#### **Samples**

-- Teacher 15: *"AI tools have managed to significantly improve the accuracy and vocabulary retention in writing by my students."*

- Teacher 16: *"They have made many of my students enhance their listening skills and proper pronunciation"*

### **Theme 2: Increased Engagement and Motivation**

The impact of the AI tools has been positive on student engagement and motivation. Their interactive features, gamification in some, make learning less tedious and more enjoyable. This agrees with existing literature that says technology can enhance motivation to learn and language learning engagement.

#### **Samples**

-Teacher 17 *"Yes, students are more engaged and motivated due to the interactive nature of AI tools."*

Teacher 18 *'AI tools make learning more fun and engaging, therefore increasing motivation."*

### **Theme 3 Time-Saving and Efficiency**

One of the things emphasized by the teachers was that AI tools save time in terms of grading and providing feedback. Teachers will have more time to devote to instructional time rather than administrative tasks, thanks to automated grading systems and writing assistants such as Grammarly.

#### **Samples**

- Teacher 19: *"The student did much better on essay writing after working in Grammarly for a few weeks."*

- Teacher 20: *"A shy student gained confidence in speaking, by regularly practicing the speech with an AI chatbot"*

#### Theme 4 Accessible and Flexible Learning

AI tools allow for versatile learning opportunities with which to practice English outside the classroom. This type of access is especially important to learners who need more support or to the learner who likes learning at his/her own pace.

#### Sample

Teacher 2: *"AI tools help make differentiation and practice more accessible."*

It is thus possible to state that thematic analysis of the interviews with 20 EFL students demonstrated that AI tools are most effective in promoting English language learning, improving learning outcomes, enhancing student engagement, economizing on teachers' time, and ensuring easily accessible and flexible learning opportunities.

### 5.0 Conclusion

This paper aims investigate the impact of artificial intelligence on learning English in Libyan EFL classrooms and to present teachers' perceptions, benefits, challenges, and ethical issues. Results showed that attitudes towards the use of AI tools in ELL, in order to provide personalized learning and immediate feedback, and to increase student motivation for better class engagement, had been mostly positive. The results have shown the AI tool most often used by respondents to be language learning apps, who then documented a view regarding availability and effectiveness of such towards various language skill supports.

The study also illustrated various challenges faced by EFL teachers when they use AI. These include, insufficient training and support, zero or limited access to appropriate technological resources, and, of paramount importance, data privacy and academic integrity issues. Also, the teachers expressed specific concerns about the ethical considerations since they felt a need for landmark guidelines on issues relating to equity, dependency on technology, and the human touch in teaching.

The results underscore the need for continuous professional development in digital literacy for EFL teachers and the integration of AI into practice. At the same time, the institutions have a role to provide the necessary tools, support, and clear policies to address the identified challenges and ethical concerns.

Teachers need to be trained in AI literacy through a comprehensive program. This will help them gain the skills to use AI tools effectively. Additionally, policies should be created to ensure everyone has equal access to technology, protect data privacy, and maintain ethical standards for using technology in education.

### Limitations and Future Research

This study is limited because its small number of participants and focused on a specific area. This means that the findings might not apply to other places or larger groups. To better understand how AI affects education in different settings, Further research with a larger and more diverse group of teachers should be carried out to study the varied effects of AI within different educational settings. Moreover, investigating student beliefs and experiences with AI in ELL will pull out a full and broad overview of its effectiveness and areas of development.

### Recommendations

Based on the developed insights by the study of the impact of AI on English language learning, following recommendations are made to further the goals of effective education and incorporation of AI tools in language education:

1. Develop an online and offline set of training programs for teachers in the use of AI tools through workshops and webinars and online courses.
2. Increase AI feedback and technical issue addressing, accuracy, and relevance, and its reliability through regular updating.
3. Ensure Fair Access by offering subsidies and enhance technological access in areas that have not been served adequately.
4. Add gamification and personalization features to incentivize students to track progress through their use of AI feedback
5. Fund research into the long-term impact of AI on language learning.
6. Develop collaboration between teachers, developers, and researchers in the development of effective AI tools.

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## Appendixes

### Questionnaire for EFL Teachers

#### Dear Participant,

Thank you for taking part in this research concerning the impact of Artificial Intelligence on the teaching and learning process of the English language. Your responses as EFL teachers are very valuable in understanding how AI tools are used inside the classroom and their eventual impact on the process of teaching and learning. The following survey aims to extract data regarding your experiences and perceptions about the integration of AI tools into your teaching practice and the associated challenges.

#### Section 1: Demographic Information

1. Age:

30-20 [ ]      31-40 [ ]      41-50 [ ]      51+ [ ]

2. Gender:

Male [ ]      Female [ ]

3. Years of Teaching Experience:

0-5 years [ ] 6-10 years [ ] 11- 15 years [ ] +16 [ ]

4. Educational Level:

Master's Degree [ ] Doctorate Degree [ ]

Section 2: AI Usage in Teaching

5 .How often do you use AI tools in your English language teaching?

Always [ ] Often [ ] Sometimes [ ] Rarely [ ] Never [ ]

6.What types of AI tools do you use? (Select all that apply)

-Language learning apps (e.g., Duolingo, Babbel) ( )

- Automated grading tools ( )

- AI-based writing assistants (e.g., Grammarly) ( )

-Virtual tutors ( )

-Speech recognition tools ( )

-Others (please specify(\_\_\_\_\_))

Section 3: Perceptions and Impact

7.To what extent do you agree with the following statements? (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

- AI tools help improve students' English language proficiency. ( )

- AI tools make lesson planning easier. ( )

- AI tools save time in grading and providing feedback. ( )

- AI tools can adapt to individual students' learning needs. ( )

- AI tools enhance students' engagement in learning English. ( )

8.What are the main benefits you have observed in using AI tools in your teaching? (Open-ended).....

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9.What challenges have you encountered when using AI tools in your teaching? (Open-ended).....

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10 .How do you perceive the overall impact of AI on English language learning in your classroom? (Open-ended).....

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Section 4: Future Use and Training

11.Are you interested in receiving more training on using AI tools in English language teaching?

-Yes ( ) -No ( )

12 .What types of training would you find most helpful? (Select all that apply)

-Workshops ( ) -Online courses ( ) -Webinars ( ) -One-on-one coaching ( )

-Others (please specify(\_\_\_\_\_))

13 .Do you have any suggestions for improving the integration of AI in English language teaching? (Open-ended).....

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### An Interview Questions

1. Your personal view on how AI tools have impacted the English language proficiency of your students.
2. Can you provide a situation where some AI tool made a real difference in the learning outcome for one of your students?
3. Have the student engagement and motivational levels been different after the use of AI tools?
4. What are some of the key benefits of integrating artificial intelligence tools into your teaching?