مجلة جامعة بني وليد للعلوم الإنسانية والتطبيقية
Bani Waleed University Journal of Humanities and Applied Sciences
تصدر عن– جامعة بني وليد – ليبيا
Website:https://jhas-bwu.com/index.php/bwjhas/index
ISSN 3005-3900 الصفحات (191- 205) المجلد الحادي عشر – العدد الأول – 2026

EFL Libyan students' Perception towards the use of Artificial Intelligence (AI) as a tool for learning English language: A study at department of English, Sirte University

Nouriya Muftah Elsaadi
Faculty of Arts, Sirte University, Sirte, Libya
noria.elsaadi@su.edu.ly

ادارك الطلبة الليبيين لاستخدام الذكاء الاصطناعي كأداة لتعلم اللغة الانجليزية كلغة اجنبية: دراسة على طلاب قسم اللغة الانجليزية في جامعة سرت

أ. نورية مفتاح الساعدي*
قسم اللغة الإنجليزية، كلية الآداب، جامعة سرت، سرت، ليبيا

Received: 25-11-2025	Accepted: 26-12-2025	Published: 15-01-2026

الملخص:
هدفت هذه الدراسة الى معرفة تصورات الطلاب الليبيين للذكاء الاصطناعي كأداة في تعلم اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة سرت. تم استخدام المنهج الكمي حيث شملت على عدد اثنان وأربعون (42) طالبا. تم جمع البيانات للدراسة باستخدام استبيان مسح عبر الانترنت والمصمم بمقياس ليكرت وكشفت النتائج على ان اغلبية الطلاب في العادة يميلون الى استخدام ادوات الذكاء الاصطناعي المتاحة وبالأخص ChatGPT و Google translate و ذلك لإنجاز مجموعة متنوعة من المهام الاكاديمية مثل الترجمة، و المساعدة في الكتابة، و التدقيق النحوي، و تعلم المفردات. اشارت النتائج أيضا ان معظم الطلاب يميلون الى ان يكون لديهم تصور إيجابي اتجاه استخدام أدوات الذكاء الاصطناعي وذلك لقدرتها في تعزيز التفاعل، وزيادة الدافعية، وتحسين التعلم الفردي بما في ذلك تشجيع استقلالية المتعلم ومشاركته الفعالة. ولكن أظهرت النتائج وجود بعض التحديات في استخدام ادوات الذكاء الاصطناعي تتمثل في دقة المخرجات، وضوح التقييم الالي، وأيضا الاثار السلبية الناجمة من الافراط في الاعتماد عليها على مهارة التفكير النقدي. خلصت الدراسة الى ان أدوات الذكاء الاصطناعي لديها امكانيات كبيرة في دعم تعلم اللغة الإنجليزية كلغة ثانية خاصة في ليبيا؛ الا ان دمجها بطريقة فاعلية تتطلب الدعم من المؤسسات الرسمية، والتوجيه من المعلمين، وخطط تدريبية لضمان استخدامها بشكل متوازن، وتعزيز التعاون، وتنمية التفكير النقدي.

الكلمات الدالة: الذكاء الاصطناعي، طلاب اللغة الإنجليزية كلغة أجنبية الليبيين، تعلم اللغة الإنجليزية، ادارك (تصورات الطلبة)، جامعة سرت.

Abstract
The aim of this study was to find out the EFL Libyan students' perceptions towards the use of Artificial Intelligence (AI) as a tool for learning English at department of English, Sirte University.

Quantitative research method was employed in this study that involving 42 students as participants. Data were collected through Likert-scale online questionnaires. The results revealed that the majority of students frequently use accessible AI tools, particularly ChatGPT and Google Translate to do variety of academic tasks such as translation, writing assistance, grammar checking, and vocabulary learning. The finding also indicated that most students perceive artificial intelligence (AI) tools positively, due to their ability to enhance engagement, to increase motivation, and to improve individualized learning as well as to encourage learner autonomy and active participation. However, the finding demonstrated limited challenges using AI tools such as the accuracy of AI outputs, the clarity of automated feedback, and the potential negative effects of overreliance on AI tools on critical thinking skills. Overall, the study concludes that AI tools have considerable potential to support EFL learning in the Libyan context; however, effective integration requires structured institutional support, teacher guidance, and training plans to ensure balanced use, promote collaboration, and foster critical thinking.

Keywords: Artificial Intelligence (AI), EFL Libyan Students, English Language Learning, Students' Perceptions, Sirt University **.**

1. Introduction

Artificial Intelligence (AI) is increasingly transforming numerous aspects of human life, influencing a wide range of fields including healthcare, finance, manufacturing, communication, and education. Recently, AI has emerged as one of the most influential technologies in the educational field due to its potential to offer innovative ways to enhance teaching and learning. According to Holmes, Bialik and Fadel (2019), AI-based tools can improve academic understanding, provide personalized feedback, foster classroom interaction, and prepare learners for the demands of the digital age. In the field of English language education, AI-powered tools such as chatbots, automated assessment systems, and adaptive learning platforms offer opportunities to support students by tailoring instruction to individual learners' needs (Luckin et al., 2016). These technologies promote learner autonomy, increase motivation, and can provide real-time feedback—benefits that are difficult to achieve through traditional methods. As a result, AI is increasingly viewed as a valuable benefit in helping learners acquire language skills more effectively and efficiently (Zawacki-Richter et al., 2019).

Although many countries have already started adopting AI in education, its application remains limited in several developing countries, including Libya. In the Libyan educational context, the use of AI technologies—particularly in English language learning—is still in its early stages. This might be due to the lack of infrastructure, awareness, or policy support necessary to implement AI tools in meaningful ways. This creates a critical need to explore how students perceive AI as a learning tool and whether they are prepared to engage with it in their academic journey.

Students' experiences generate perceptions, which everyone has a response evoked by their senses. Perceptions develop based on their feelings and experiences. People can filter responses into positive or negative responses by psychologically processing the experiences they have through their five senses (Erin & Maharani, 2018). There are two ways in which students perceive the use of AI in English language learning: positive and negative. Understanding these perceptions is vital to assessing whether AI can be a potential tool for students to aid their learning. It is also valuable for other students to learn whether AI can aid their English language learning based on their perceptions in this research. Therefore, understanding students' perceptions of AI is crucial to help them gain insights into their English language learning.

Despite there are a lot of researches about using technology and its impact on learning English language at the department of English language, there is no previous research has examined the perception of students towards using AI as a learning tool. Hence, this study aims to investigate the Libyan EFL students' perception of using AI as a tool in learning English language.

1.1 **Problem Statement**

Despite the rapid advancement of AI and its integration into education worldwide, the use of AI in English language learning within the Libyan educational context is still under-researched and under-implemented. Previous studies have highlighted the benefits of AI enhancing language acquisition through adaptive learning systems, personalized content, and instant feedback (Holmes, Bialik, & Fadel, 2019; Luckin et al., 2016). However, the successful adoption of such technologies depends largely on students' perceptions, readiness, and willingness to engage with them

(Zawacki-Richter et al., 2019). Thus, this emphasizes the need to explore how Libyan learners view and experience AI-based tools in English language education.

Concerns about privacy, data protection, and algorithmic bias have been raised by scholars, as AI systems may unintentionally disadvantage certain groups of learners if they rely on unrepresentative datasets (Williamson & Eynon, 2020). Moreover, there is a risk of overreliance on technology, which could negatively affect students' development of critical thinking skills and reduce face-to-face interaction in classrooms (Zawacki-Richter et al., 2019). Without a thorough understanding of students' attitudes and expectations, attempts to integrate AI into English language learning in Libya may not achieve their intended outcomes. Therefore, this study aims to fill this research gap by investigating the EFL Libyan students' perceptions of using AI as a tool for learning English language.

1.2 Research Question

This study is proposed to answer the following question:

- What are the EFL Libyan students' perceptions towards using Artificial Intelligence (AI) as a tool for learning the English language؟

1.3 Aims and Significance of the Study

The main aim of this study is to investigate EFL Libyan students' perceptions towards using Artificial Intelligence (AI) as a tool for learning the English language.

This study is believed to have a significant for the following reasons:

- The results of the study could be helpful and beneficial for the English teachers and educationalist to see if Artificial Intelligence could be a possible tool for students to help them in learning English based on the students' perceptions in this research.
- It is believed that this study may have some positive impact towards the using of AI in education

2. Literature Review

2.1 The definition of Artificial Intelligence (AI)

The term artificial intelligence was first introduced by John McCarthy, an emeritus professor at Standford, in 1955, who defined it as "the science and engineering of making intelligent machines "(Manning, 2020). From its inception until today, AI technology developed although with certain issues in the 1970s (during the Cold War), and in the 1990s (due to the use of hand-crafted rules in the expert systems), which were successfully overcome (Van der Vorst and Jelicic, 2019). A common definition of AI is one in which it is associated with a computer system capable of performing tasks usually related to intelligent beings (European Commission Joint Research Centre, 2018). It is similar to the definition of the European Commission, according to which AI relates to systems that present intelligent behaviour through the analysis of the environment and performing an action, with certain autonomy, so that the specific task can be achieved (Boucher, 2020). For Buabbas et al. (2023, p. 1) AI "simply means making machines capable of simulating intelligence by giving computer human-like capabilities، such as understanding, reasoning, and problem solving." In the educational context, Baker (2016, p.5) defines educational artificial intelligence as "the use of algorithms and computations to facilitate personalized learning and provide educational support that adapts to the needs of the individual learner."

2.2 Language learning and AI

Modern educational research defines artificial intelligence as a strategic partner that brings about a radical change in the field of education. AI plays a central role in personalizing education by adapting educational content to suit the needs of each individual learner (Newton, 2016). In the field of assessment, AI becomes a smart diagnostic tool that simplifies the evaluation process and accurately reveals learning strengths and weaknesses (Chassignol et al., 2018). Studies have confirmed that this diagnosis is not an end, but rather a means to improve educational performance and enhance the efficiency of the teaching process (D'Mello et al., 2018). From the learner's perspective, AI appears in recent research as a facilitating agent that transforms learning into an effective personal process (Khairuddin et al., 2024). By combining these aspects, modern scientific research builds a unified vision that sees AI as a tool for building smarter and more responsive educational environments, establishing a new phase of inclusivity and effectiveness in education.

2.3 The importance of students' perception

Understanding students' perceptions of using artificial intelligence in education is crucial, as it serves as the key determinant for the success or failure of implementing this technology. "Technology adoption fails when planners ignore the human and social factors that shape its genuine acceptance by users" (Selwyn, 2010, p. 66). When students perceive AI tools as useful and facilitating their learning process, they embrace and utilize them effectively, a notion confirmed by the Technology Acceptance Model which states that "actual system use is determined primarily by perceived usefulness and perceived ease of use (Davis, 1989, p. 320)." The importance of understanding students' opinions extends beyond merely gauging their acceptance of the technology. It also reveals hidden challenges. "User perceptions can uncover unexpected barriers related to trust, ethics, and fairness, which are critical aspects of responsible AI design" (Zawacki-Richter et al., 2019, p. 5). Understanding these perceptions helps address their concerns about privacy, or anxiety about AI's impact on the relationship with teachers.

2.4 Related studies

To start with, a study was conducted by Quind. G, et al(2024) which aimed to explore the perception of university students on the use of artificial intelligence (AI) tools for the development of autonomous learning. The research is based on Technological Acceptance Theory and constructivism, focusing on the perception of AI in autonomous learning of university students. Quantitative approach with a descriptive scope was used , the sample consisted of 665 students enrolled in the Faculty of Education sciences and Languages (FCEI) of the Peninsula de Santa Elena State University (UPSE)- Ecuador; in the collection of information, the Questionnaire of Perception is on the Use of Artificial Intelligence for Autonomous Learning was designed based on 4 dimensions of both variables, and the statistical program SPSS version 29 was used for data processing. The results indicate that students show a favorable perception towards the use of AI tools for the autonomous learning process, however, although Al is recognized as a potential tool in university environments, there are still challenges to be overcome students, the digital competencies needed to effectively use AI tools in their autonomous learning.

Another study was conducted by Keumalasari, Iqbal, Aulia, and Pranata (2024) which explored students' perceptions of Artificial Intelligence (AI) as tools for learning English. This study aimed to understand how students view the role of AI in enhancing their language skills and the effectiveness of these tools in education. A quantitative descriptive method was used, involving 40 students from MTsN (Madrasah Tsanawiyah Negeri) in North Aceh. Data was collected through Likert-scale questionnaires and semi-structured interviews to assess students' attitudes toward AI's impact on motivation and skill development in listening, speaking, reading, and writing. The findings revealed that most students have positive perceptions of AI, appreciating its ability to improve their understanding of English, increase motivation, and provide real-time feedback. Students valued AI tools for offering interactive and flexible learning opportunities, yet acknowledged that AI works best as a supplementary tool rather than a replacement for traditional teaching.

In addition, Fošner's (2024) study analyses the usage, attitudes, and perceptions of AI tools among university students in Slovenia, providing a comprehensive analysis that informs both academic practices and policy-making with emphasis on sustainability. a structured questionnaire with a sample of 422 participants has been used reflecting a diverse demographic profile across various fields of study. The questionnaire was designed to measure the frequency of AI tool usage, the purposes for which these tools are employed, and students' attitudes and perceptions towards AI's potential benefits and drawbacks in education. Statistical analyses, including Analysis of Variance (ANOVA), were utilized to test hypotheses concerning differences in AI tool usage based on the level and field of study. Findings reveal that students recognize the efficiency of AI, but express concerns about its impact on learning quality and academic integrity, emphasizing the need for a balanced and responsible integration of AI in education to achieve sustainable outcomes. Results indicated that a majority of students are engaging with AI tools, with varied frequencies of use largely dependent on their field of study and academic level. The findings suggest that while AI tools are becoming an integral part of the educational landscape in Slovenia, there is a critical need to address the educational, ethical, and psychological impacts of these technologies. The results highlight the necessity for further research into the educational implications of AI, suggesting a balanced and sustainable approach to integrating these technologies into higher education curricula. Such an approach ensures that the adoption of AI not only enhances learning outcomes but also aligns with the principles of sustainability, promoting long-term

Moreover, Djokic, et al (2024) "Students' Perceptions of the Use of Artificial Intelligence in Educational Services," was conducted at the University of Novi Sad, Serbia. The aim was to explore students' perceptions of artificial intelligence (AI) applications in higher education, specifically examining factors such as personalized learning and performance prediction. Using an online questionnaire with a Likert scale, data from 285 students were analyzed through Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess the relationships between eight key AI-related factors. Results showed that students highly value AI's role in personalized learning and sentiment

analysis, while they express lower confidence in aspects like classroom monitoring and automated grading, citing privacy concerns.

Additionally, Khairuddin et al. (2024) investigated how university students perceive the use of artificial intelligence (AI) tools as academic support. The study, conducted at Universiti Teknologi MARA in Malaysia, used a quantitative method with questionnaires completed by 284 students. The goal was to understand whether students see AI as helpful in their learning process. The findings showed that students generally had positive views, believing that AI tools can make learning easier, more efficient, and more personalized. However, the study also pointed out that teachers need to be more prepared to use these technologies in the classroom. The authors stressed that using AI in education can improve student motivation, engagement, and collaboration, leading to a more modern and effective learning environment.

As well, Teena Alcantara (2023) conducted a study was under the title "Perception of Teachers and Students on the Use of Artificial Intelligence (AI) Tools in Education". The aim was to examine the perceptions of students and teachers toward AI tools in the educational field. The study used an online survey with 26 teachers and 68 high school students. Results showed general agreement on the benefits of AI. Teachers appreciated its role in reducing workload and enhancing feedback, while students found it helpful in improving understanding and learning efficiency. Some concerns included the risk of cheating, reduced social interaction, and overreliance on technology.

Also ,Keleş and Aydın (2021) conducted a study at Ağrı İbrahim Çeçen University in Turkey to explore university students' perceptions of artificial intelligence. The researchers utilized a questionnaire and content analysis to gather data from students in the Faculty of Education and the Faculty of Economics and Administrative Sciences. The main aim of the study was to determine how students understand and interpret the concept of artificial intelligence. Their findings revealed that many students held negative perceptions of AI, largely due to a lack of awareness and understanding of its practical applications. The study highlighted the need to educate students on the uses and benefits of AI in various fields to foster more informed and positive attitudes.

Furthermore, Sangapu (2018) conducted a study to explore how teachers and students perceive the use of Artificial Intelligence (AI) in education. Employing an exploratory qualitative design, the research utilized structured open-ended online questionnaires via Google Forms to collect data from 41 students and 38 teachers from diverse countries, including India, the USA, and the Philippines. Participants, all aged 18 or older, were recruited through convenience and snowball sampling methods, with teachers required to have a minimum of one year of teaching experience to provide informed perspectives. The study focused on understanding the applicability of AI in classroom teaching and learning, emphasizing its potential to improve educational outcomes when optimally utilized. Data analysis was conducted using MAXQDA 2018.1, allowing a comparative analysis of teacher and student responses. The findings highlighted the need for both groups to develop a deeper understanding of how AI can enhance their teaching and learning practices.

The aforementioned studies are to a large extent similar in the topic with the current study. They may different from the current study as the context is different and their focuses are on the impact of integrating the Artificial Intelligence in education. So that, a gap is still remain in studying the perceptions of Libyan students at department of English at Sirte university. Although there were some studies on the role of AI and using google translate as a method of translating, no previous studies have been conducted on the perceptions of students towards the use of AI as a tool in learning English at Sirte University.

3. Methodology

3.1 Research Design and Method

A quantitative research design was employed in this study because it allows the collection of numerical data from a large number of participants, making it possible to identify patterns, trends, and generalizations. In addition, the online questionnaire is faster to administer and easier to analyze when working with limited time and resources.

In this study, a closed ended questionnaire was used as a tool for collecting data. The questions and statements in the questionnaire were adapted from Khairuddin and et al (2024), Kameswari et al. (2024) and On and et al (2024) studies. However, some minor changes where some statements/ questions removed and some added to suit the purpose of this study. The questionnaire is divided into three sections. Section A is to identify the background information of the response. Section B included four (4) questions to ask the response about their perception on the frequency and the purpose of using AI tools in learning English language. Section (C) included twenty-six statements which are divided according to five categories: students' engagement, students' interaction, future use, academic performance improvement, and challenges faced using AI. The questionnaire was designed according to

Likert scale in order to measure the students' perceptions (Strongly Disagree (SD), Disagree (D), Agree (A) and Strongly Agree (SA).

3.2 Participants

Forty-two participants were students who were randomly chosen from different semesters from the department of English at Sirte University. The reason for choosing randomly is to give a chance for any student in spite of his or her level of education level of being selected. In addition, it was also to ensure diversity in perception and experiences.

No. of participant	Gender		Semester		
	Male	Female	$1^{st} - 4^{th}$	$5^{th} - 7^{th}$	$8^{th} - 9^{th}$
42	6	36	13	15	14

Table 3.1 Participants' background information

3.3 Data Analysis Method

Flick (2018, p. 5) defines data analysis as "the process of systematically searching and arranging the data to increase understanding of the phenomenon being studied and to present findings in a clear, structured manner." In this study, the data were analyzed using manual descriptive analysis, including the calculation of frequencies, and percentages calculations, for each item to provide a clear overview of students' perceptions towards the use of AI as a tool in classroom

4. Results

4.1 Students' Experience Using AI Tools

- ***Using AI tools to enhance the students' engagement in the classroom***

As shown in the chart (1) below, the majority of the participants (95.2%) reported "Yes" for using artificial intelligence tools in the classroom to enhance their engagement, while 4.8% indicated "No".

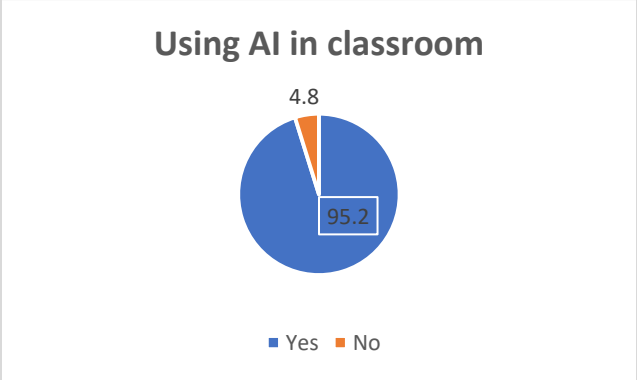
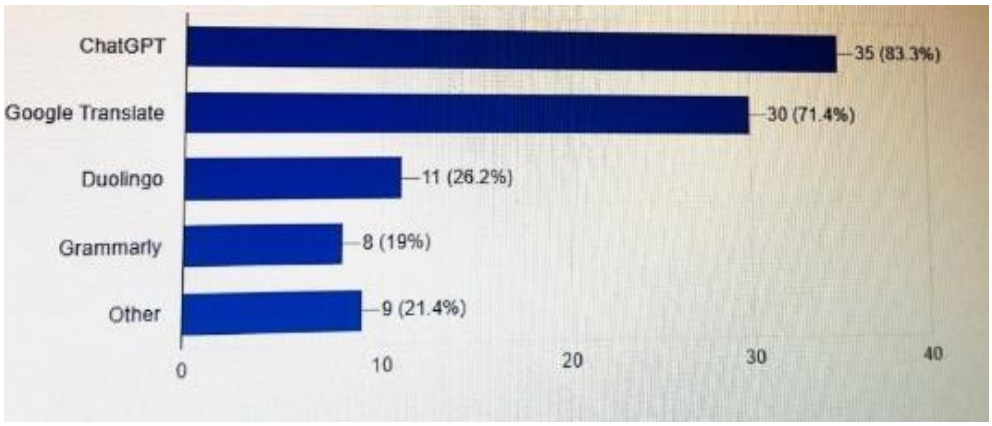


Chart. 1. Using AI tools to enhance students' engagement in classroom

- ***AI tools used for learning English***

As shown in the graph below (1) that the results indicate ChatGPT is the most widely used platform. A total of 35 respondents (83.3%) reported using ChatGpt. The second most commonly used tool is Google Translate, with 30 respondents (71.4%). The rates of usage decline noticeably for the remaining tools. Duolingo is used by 11 respondents (26.2%). As for the "Other" options, it received a rate of 21.4%, while the Grammarly tool was the least used among the options presented, at 19.0%.



Graph 1. AI tools used for learning English

- **Frequency of use**

As shown in the chart (2) that the majority of participants use AI tools daily for learning English (42.9%). They are followed by occasionally users (26.2%), then by those who use them weekly (19.0%). The category of users who rarely use these tools was the smallest (11.9%), while no participants reported never using AI tools**.**

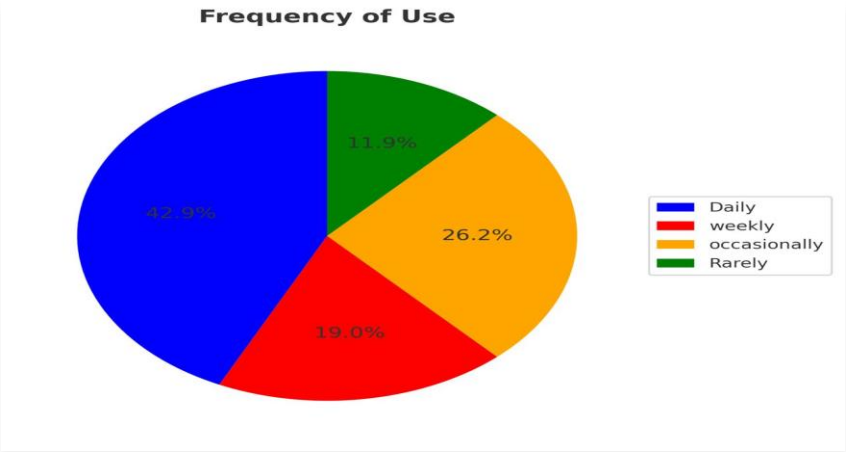
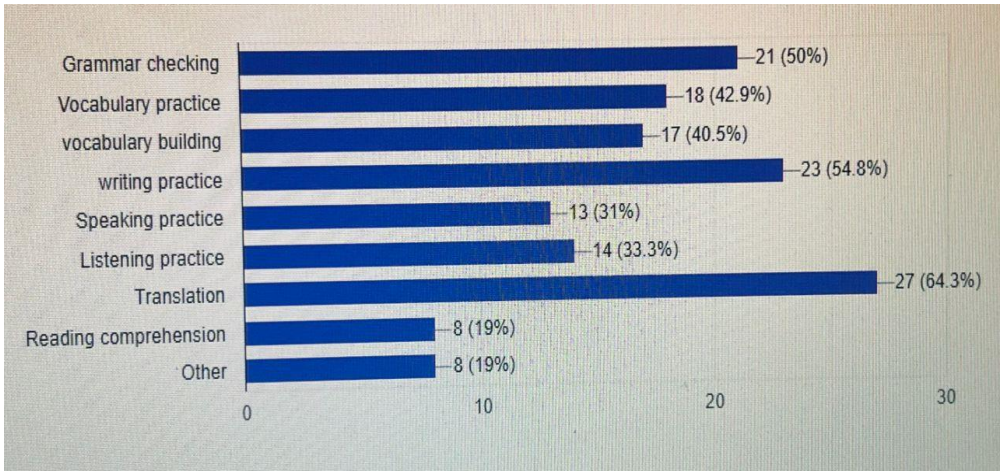


Chart 2. Frequency of Use

- ***Purpose of Using AI tools***

The graph (2) below indicates that Translation is the most common purpose for using AI tools, cited by 27 respondents (64.3%). This is followed by Writing Practice with 23 respondents (54.8%), and Grammar Checking with 21 respondents (50%). Moderate levels of using AI tools is reported for Vocabulary Practice with 18 respondents (42.9%) and Vocabulary Building with 17 respondents (40%). Speaking Practice with 13 respondents (31%) and Listening Practice with 4 respondents (33%) are used less frequently compared with other previous skills. While Reading Comprehension and Other activities are the least commonly used each reported by only 8 (19%).



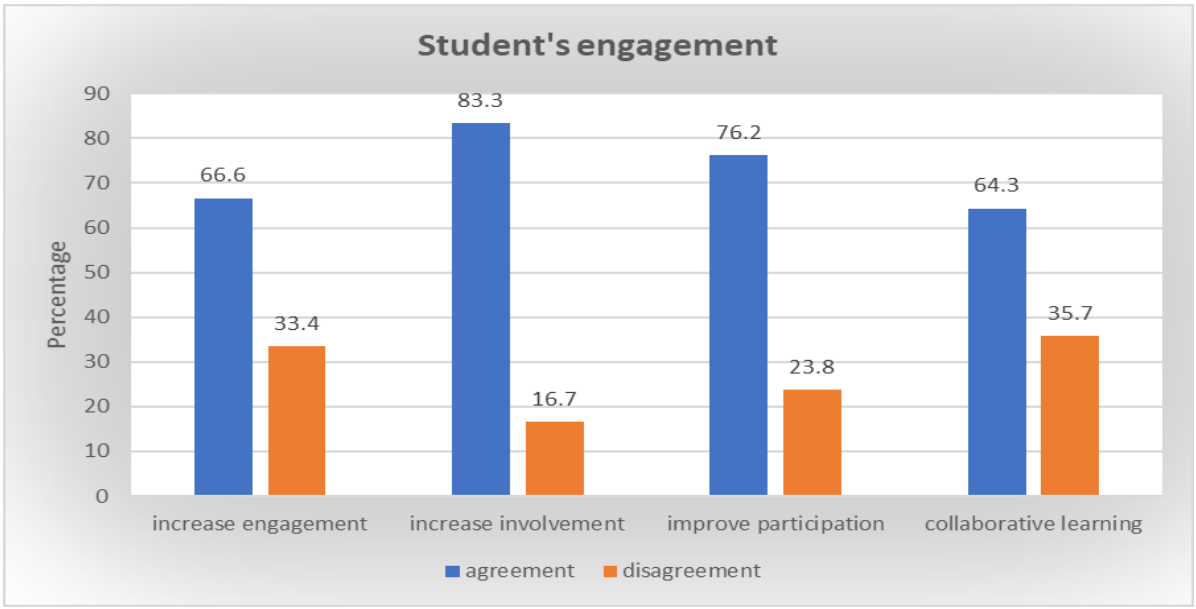
Graph 2: **Purpose of using AI tools**

4.2 Students' perception using AI in English Language

For simplicity reasons, the data are presented according to the five themes: (students' engagement, student interaction, future use, academic performance, challenges). In addition, the data were emerged as the following: strongly agree and agree are combined together to give one percentage (agreement), whereas strongly disagree and disagree are also combined as one percentage (disagreement).

4.2.1 Student Engagement

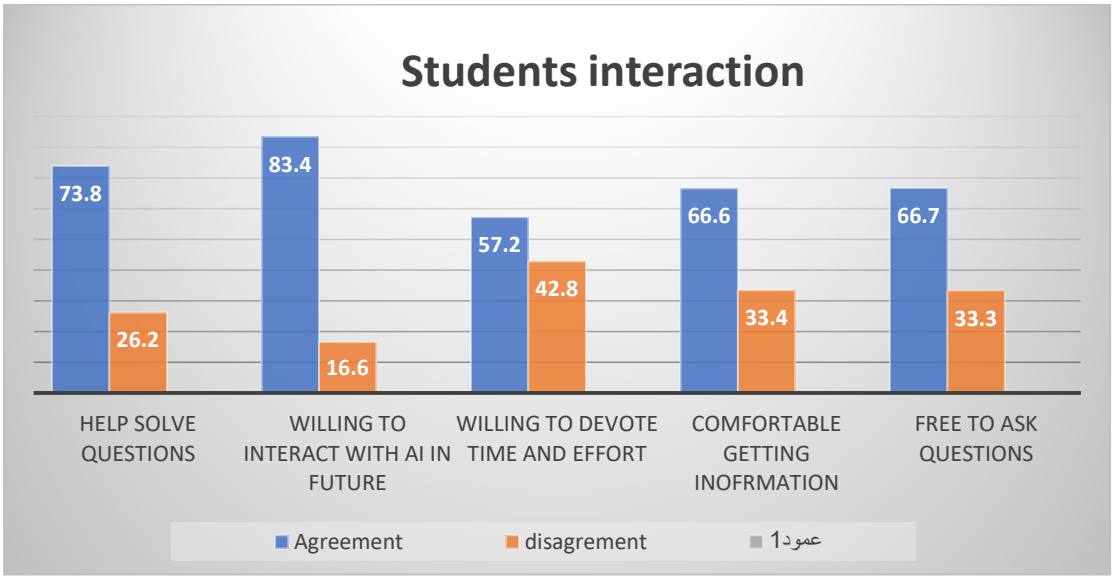
This section presents an analysis of student responses to four key indicators of engagement: increased engagement, increased involvement, improved participation, and collaborative learning. As shown in graph (3), the responses indicate that there is a generally positive perception of students' engagement across all measured dimensions. The highest level of agreement is clear observed in increased involvement, with 83.3% of respondents indicating positive experiences and only 16.7% experiencing disagreement. Then about 76.2% of respondents agreed that AI tools improved their participation, while 23.8% disagreed. Increased engagement demonstrated a favorable response, with 66.6% of students agreeing and 33.4% disagreeing. The lowest level of agreement is for collaborative learning with 64.3% and with 35.7% of the respondents disagreed.



Graph 3. Students' Engagement

4.2.2 Students' Interaction

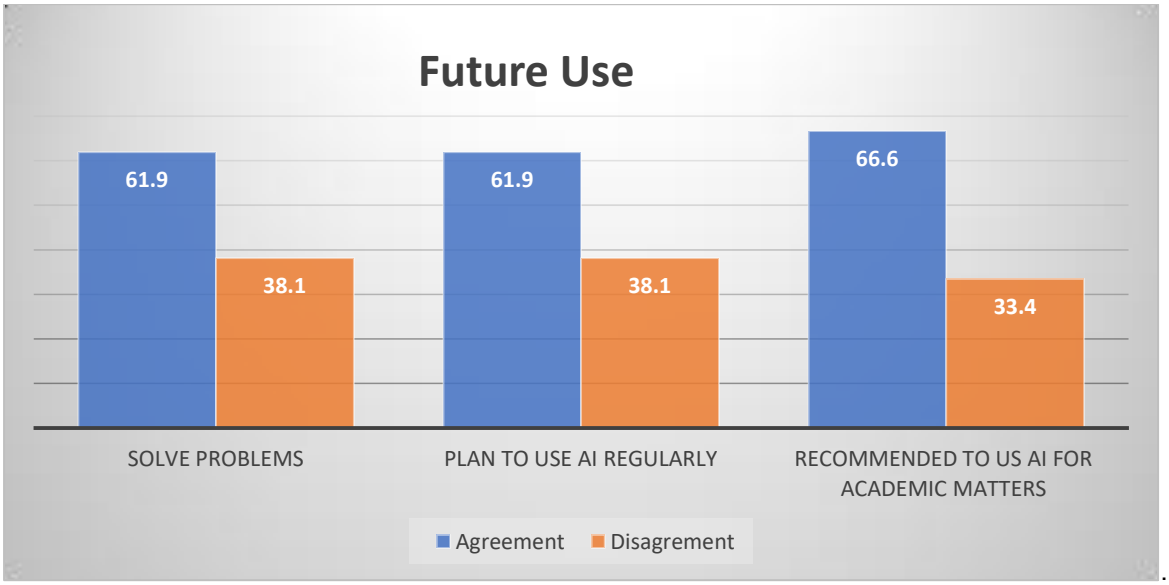
This category presents an analysis of student responses to four key subpoints (subcategory) of interaction: As shown in Graph 4, students' responses demonstrated positive perceptions of the influence of AI tools on their classroom interaction. The highest level of agreement among students is the belief that AI tools encouraged interaction, with 83.4% agreed and only 16.6% disagreed. In addition, 73.8% of students agreed that AI helped them solve questions, compared to 26.2% who disagreed. It is also observed that the students' perceptions of comfort and freedom when interacting with AI: 66% reported feeling comfortable during interactions, and an equal 66% agreed that AI tools made them feel free to ask questions, while 33.4% and 33.3%, respectively, disagreed. Willingness to participate in classroom discussions showed slightly lower support, with 57.2% of respondents indicating increased effort when using AI tools, whereas 42.8% disagreed.



Graph 4. Students' interaction

4.2.3 Future Use

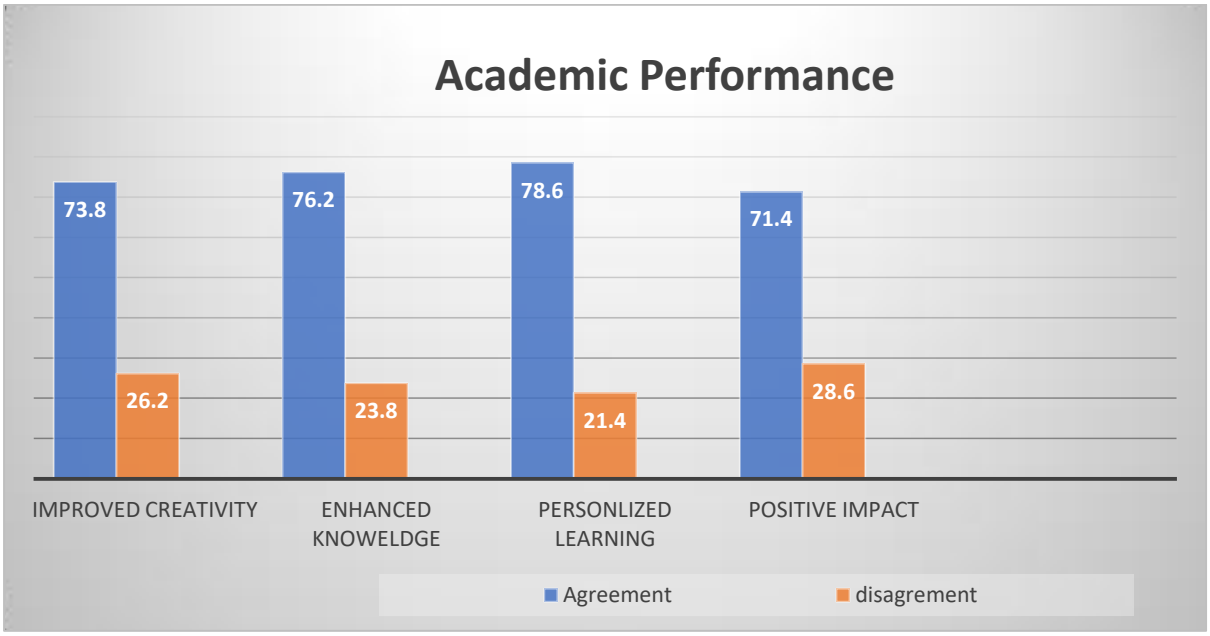
The data presented in future use graph 5 indicates a strong positive intention among respondents towards the future use of AI tools. More than the half of the respondents (66.6%) would recommend others to use AI for academic matters, reflecting strong confidence in AI's value within educational contexts, while 38.1% reported disagreement. Approximately 61.9% of respondents believe that AI will help them solve problems, and an equal respondent's report intentions to use AI regularly, while 38.1% disagreed.



Graph 5. Future Use

4.2.4 Academic Performance

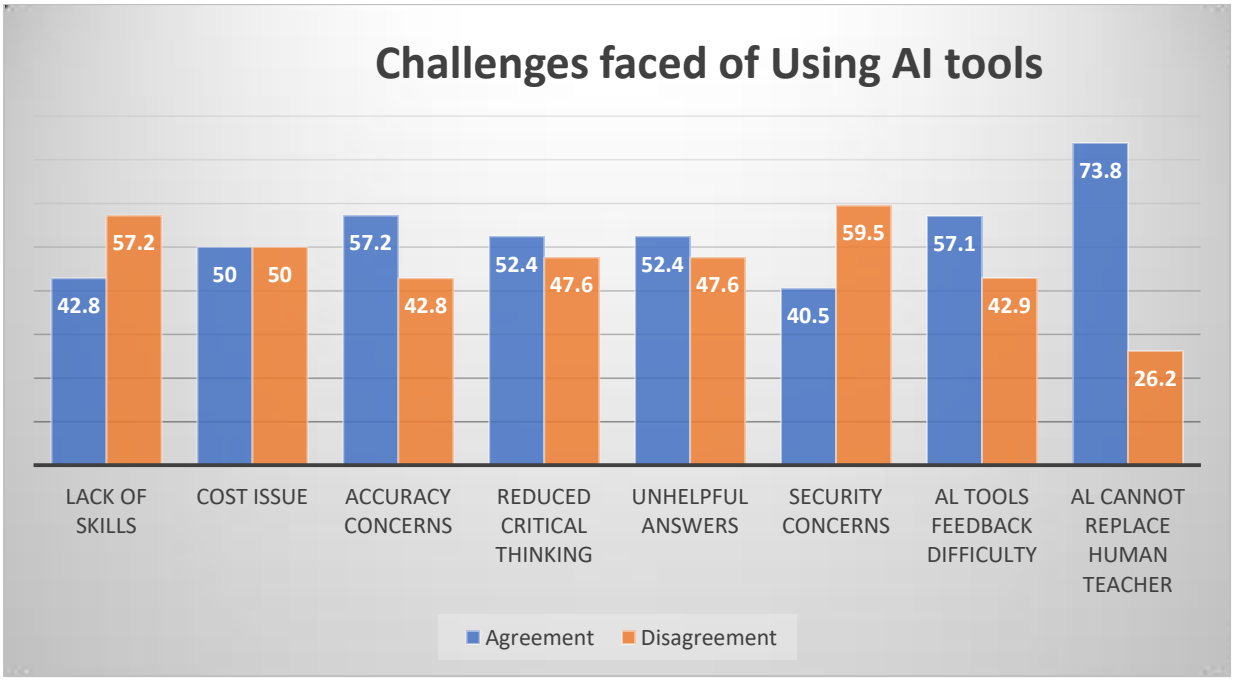
The graph (6) below shows that the data on academic performance reflects a strong perception that AI contributes positively to students' learning experience. The students' responses are on how the AI tools impact on the students' academic performance on four aspects which include: improved creativity/ performance, enhanced knowledge, personalized learning and overall positive influence. It is clear notice that the higher rate appears in the personalized learning, where almost four-fifths of a total participants (78.6%) perceive AI as a valuable tool for supporting educational experiences to individual needs. Just over three-quarters of the total responses (76.2%) and (73.8) respectively agreed with that the participants feel the AI tools help them improve their knowledge and information, and contributes to an improvement in their creativity and academic performance. Additionally, more than a half of the participants (71.4%) report that AI has had an overall positive influence on their overall learning effectiveness. Despite this favorable outlook, a minority ranging from 21% to 29% expresses disagreement, suggesting that some users remain uncertain about AI tools' academic effectiveness.



Graph (6) Academic Performance

4.2.5. Challenges faced of using Al tools

Graph (7) shows the perceived challenges associated with the use of AI tools in education. nearly three-quarters of a total responses (73.8%) interestingly agree that AI cannot replace the interaction and guidance of a human teacher, whereas a minority disagreed. Just over half of the participants (57.2%) and agreed with that they feel worried about the accuracy or reliability of information provided by AI; it means AI tools may produce inaccurate results. In terms of giving feedback, (57.1%) of the participants find that AI tools make giving or receiving feedback challenging as they find it difficult to understand some feedback or explanation provided by AI tools. In addition, slightly more than half of the participants (52.4%) agreed that AI tools reduce human critical thinking and self-practice and similarly AI tools sometimes provided unhelpful responses. On the other hand, security concerns also feature obviously, with (59.5%) disagreeing that AI tools pose risks especially with the data privacy when connecting to AI tools. This indicates a generally positive level of trust in the safety of AI systems. However, with 40.5% expressing some concern. About (57.2%) of the participants agreed with there is no lack of technology skills to access and use of AI tools, whereas (42.8%) disagreed. Another interesting result is that half of the participants equally response (50%) agreed that AI tools can be expensive and (50%) disagreed.



Graph (7) Challenges faced of using Al tools

4.3 Discussion

After having presented the results in the previous section, this section intends to discuss these results in relation to the current study research question and literature reviewed in Chapter Two. To start with, the statistical results showed that the majority of the students emphasized that they use artificial intelligence (AI) tools to develop their engagement in the classroom. The most frequently used tools were both ChatGPT and Google Translate. This might be due to the wide spread of such these tools and their ease of access, especially in context with limited exposure to specialized education technologies. This result is line with previous studies such as Quinde et al. (2024) and Keumalasari et al. (2024), who both reported that students rely heavily on accessible AI applications to support language learning tasks, including translation, writing improvement, and vocabulary development. Although the findings of those studies showed high levels of students' digital competency, the results of this present study revealed that Libyan EFL students still face challenges in technologies readiness. This aligns with Singabo (2022), who found that students in similar contexts, despite having generally positive attitudes towards AI, demonstrated only moderate levels of awareness and digital proficiency. Such these similarities indicate that while students recognize AI's

usefulness, gaps in training and limited access to organized or structured technologies support may affects their ability to utilize other advanced tools. The differences observed may also be attributed to variations in educational infrastructure and exposure to guided AI training, which further explains why some contexts report higher proficiency than others. This indicates that Libyan students rely more on practical everyday use of AI tools rather than on strong conceptual understanding or training, which may explain the gap in digital competency. Thus, the widespread using of ChatGPT and Google Translate among Libyan students might be a reflection of both desire and a dependence on technologies that are more suitable with their existing digital capabilities and require little prior training.

Moreover, concerning to how these tools affect student engagement, the results showed a strong agreement that AI boosts their involvement and eagerness to learn. This finding and similar ones in previous studies provide a further evidence of AI and their effect on students' active participation and motivation to learn, as Khairuddin et al. (2024), who highlighted the role of AI in motivating learners and improving classroom engagement. On the other hand, the decline agreement with collaborative learning indicate that students appear less convinced that AI enhances peer collaboration. This finding contrasts with the results of Quinde et al. (2024), who reported stronger collaborative outcomes in their context. This contrast might be due to the fact that AI, in the absence of methodological guidance, is used in this context primarily as an individual tool, indicating the need to design directed activities to stimulate collaboration. This limited collaborative impact may also be attributed to the lack of AI-based group tasks within Libyan classrooms, which remain focused on individual academic performance rather than team-based learning. This is to say that many current implementations still focus on individualized learning, leading to limited opportunities for peer interaction. This aligns with research by Castañeda and Williamson (2021), who argue that most educational AI systems reinforce personalization rather than collective learning practices. Similarly, Singabo (2022) found that students' readiness to integrate AI into collaborative or classroom-wide activities was limited due to insufficient digital literacy and lack of structured institutional support, which mirrors the need for guided implementation within the Libyan context. Thus, the data suggests a mismatch between the theoretical potential of AI for collaboration and its actual use in classrooms.

Furthermore, the results related to interaction indicate that the positive perception towards the use of AI in facilitating the classroom interaction. The results demonstrated by the students suggests the ease of users when searching for answers. This can be said that AI has become an important supported tool that enhancing the students' interaction and their engagement in academic activities. This agreement aligns with the finding of Khairuddin et al. (2024), which emphasize that students increasingly perceive AI as part of modern academic competence. This finding also similar with Djokic et al. (2024) and Alcantara (2023), who reported that AI contributes to more active involvement by providing low-pressure, student-centered opportunities for engagement. The results also showed generally agreement to solve questions and the students feel comfortable obtaining information through AI tools. These results indicated that AI is perceived as a reliable and accessible source of support for individual learning needs. This corresponds to the conclusions of Quinde et al. (2024), who found that the immediacy and clarity of AI-generated explanations increase learners' confidence when seeking information independently. This might be due to the ability of AI in providing an immediate response and solution, nonjudgmental guidance, and private inquiry environments seems to reduce the anxiety and enhance participation. While there is agreement on interaction, there is a considerable hesitation to invest effort and time in engaging with AI and a reluctance to able to get the benefits of AI. This indicates that although students generally appreciate the usefulness of AI, not all are motivated to engage in the deeper. this might due to the lack of familiarity with such tools, limited institutional frameworks or unclear usage guidelines.

It can be seen that most of the respondents had a positive perceptions of AI tool's ability in improving their academic performance. The result suggests that students perceive AI as a tool that support the students' individual learning and their needs. This aligns with recent literature emphasizing the adaptive capacities of AI systems, which allow learners to progress at their own pace and receive recommendations suited to their proficiency level (e.g., Khairuddin et al.). Such alignment shows that students increasingly identify AI as a facilitator of autonomous and individualized learning. There is a clear outcome that does not only reflects the increasing recognition of AI tools as facilitators of independent learning but also the ability of AI to create, simplify, or expand knowledge and information appears to empower students to explore content beyond what is covered in the classroom. This is in line with previous studies such as Khairuddin et al. (2024), which demonstrated that students rely on AI tools to deepen understanding and broaden subject knowledge. However, the ability of AI to generate ideas in order to enhance learners' creativity, productivity and support more effective time management might hinder the analytical learning habit and reduce the students' critical thinking. This concern about reducing critical thinking consistent with the findings of Fošner (2024), who noted that excessive dependence on AI may hinder analytical learning habits.

Despite the positive views, the results show that the students experience a numerous of challenges across different aspects when using AI tools. The most interesting and prominent concern is the belief that AI cannot replace human teachers. This highlights students' strong preference for human interaction and suggests that AI is viewed as an extra rather than a main instructional tool. This suggests that while AI is viewed as a supplementary tool, students may still depend more heavily on traditional ways for regular tasks, as mentioned by Mallillin (2024). In addition, another concern is that students remain cautious about data privacy and the potential risks associated with digital platforms. Interestingly, challenges related to accuracy of AI output and lack of skills in using AI tools show that students are not fully confident in the reliability of AI-generated information or in their own technical abilities. The concerns about inaccuracy, unhelpful AI responses, appeared similarly in Fošner (2024) and Djokic et al. (2024). Similarly, it is indicated that AI-generated feedback may be unclear, insufficient, or less reliable than human feedback. Students also expressed difficulty interpreting AI-generated feedback, which aligns with the issues noted by Alcantara (2023), who found that feedback provided by AI can sometimes lack clarity or contextual relevance. Moreover, the study's results show AI tools may lead to reduced critical thinking, indicating concern that overdependent on AI could reduce students' independent problem-solving skills.

On the other hand, the results indicate that while students acknowledge certain challenges of using AI tools - especially in accuracy, feedback quality, and critical thinking - the majority of the students disagreed they were worried about risks such as hacking or data misuse. The students in the present study appear more confident in the safety and reliability of AI technologies. This indicates a generally strong level of trust in AI platforms and suggests that students do not view security issues as a considerable challenge to AI adoption in learning. This finding contrasts with several studies that identify data privacy as a major concern among users of educational technologies such as Xu et al. (2025) who found that undergraduates in China expressed clear uncertainty about how AI systems collect and store user data, often reporting feelings of mistrust and hesitation when entering personal or academic information into AI tools. This suggests that institutions should continue to provide transparent information about data protection, privacy practices, and guidelines for safe AI use in order to utilize AI tools with greater reassurance and confidence. Also, the data shows that the students disagreed that they lacked the necessary skills to use AI tools, suggesting that the majority feel digitally confident and capable of accessing AI tools learning. This aligns with current literature indicating that increased exposure to technology has strengthened students' digital literacy skills over time. On and et al (2024) found that most are willing to access AI tutoring, which indicates the perceived usefulness of these generative AI tools for teaching.

Finally, regarding to the cost, there is an equal agreed with the cost of AI tools. This equality indicates that half of students do not view cost as a major barrier. For many students, the growing availability of free AI platforms and basic versions of language-model tools may reduce the financial problem, making AI more accessible. still experiences financial limitations. However, a half of students view cost is a major concern. These students may struggle with paid features, subscription-based services, or premium versions that offer higher-quality outputs, longer response limits, or advanced learning functionalities.

5. Conclusion

The overall findings of this study revealed the majority of students perceived positively towards using AI tools, particularly widely used programs such as Google Translate and ChatGPT. The frequent use of such these AI tools was in order to their suitability for students to support language learning tasks such as translation, writing enhancement and vocabulary growth. The findings also demonstrated that AI tools plays a vital role in enhancing students' classroom engagement and motivation, increasing involvement in learning activities and great ease in searching for information, higher confidence in addressing academic tasks independently and in facilitating the classroom interaction. For most participants, AI is as a supportive and supplementary tool that complements traditional instruction rather than replacing the teacher's role.

However, concerns regarding to the overreliance on AI and its potential effect on critical thinking was noted; though, the students are aware of the overdependence using AI tools with unbalanced and unguided way. This leads to reduce the students' independent problem-solving skills.

In addition, students do identify some of the challenges of using AI, particularly regarding the accuracy of AI outputs, the risk of over-dependence, and the potential erosion of critical thinking skills. Other drawbacks such technical issues as restricted device access or internet availability. As compared to human teachers, a few students complained that AI did not always offer relevant responses.

In conclusion, the results revealed that AI tools have strong potential to enhance EFL learning in the Libyan context, particularly in terms of engagement, independence, and academic support. However, to ensure of using AI

effectively, clear guidelines should be stated to prevent over-reliance on technology. Also, clear structure, teacher guidance, and institutional policies are necessary to encourage their balanced use, collaborative learning, and the development of critical thinking skills. Therefore, future efforts should focus on training for both students and teachers in effective AI use, ensuring that such these technologies help as meaningful complements to, rather than substitutes for, traditional pedagogical practices.

5.2 Suggestion for further research

- A further investigation should be conducted in more than one location and preferably with a larger sample size.
- The current study has only explored the students' perception on the issue, a further investigation of the teachers' perception is needed in order to get broader view of the issue under study.
- Qualitative or mixed-methods approaches are recommended to gain deeper insights into students' and teachers' experiences with AI tools, their impact and the challenges might be faced in implementing them.

References

Alcantara, T. (2023). Perceptions of teachers and students on the use of artificial intelligence (AI) tools in education. *International Journal of Educational Technology*, 8(2), 45–58

Baker, R. S. (2016). Stupid tutoring systems, intelligent humans. *International Journal of Artificial Intelligence in Education, 26*(2), 600–614. https://doi.org/10.1007/s40593-016-0105-0

Boucher, P. (2020). Defining artificial intelligence in the context of European standards. European Parliamentary Research Service.

Buabbas, A. J., Al-Mahdi, H., Al-Fadhli, S., & Al-Shammari, M. (2023). Understanding artificial intelligence capabilities: A modern perspective. *Journal of Emerging Technologies*, 10(1), 1–10

Castañeda, L., & Williamson, B. (2021) Assembling new toolboxes of methods and theories for innovative critical research on educational technology. *Journal of Digital Higher Education*, 3(1), 1–21

Chassignol, M., Khoroshavin, A., Klimova, A., & Bilyatdinova, A. (2018). Artificial intelligence trends in education: A narrative overview. *Procedia Computer Science*, **136**, 16–24. https://doi.org/10.1016/j.procs.2018.08.233

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. https://doi.org/10.2307/249008

D'Mello, S., Graesser, A., Sottilare, R., & Lester, J. (2018). Emotions in educational artificial intelligence. *International Journal of Artificial Intelligence in Education*, 28(1), 1–17. https://doi.org/10.1007/s40593-017-0155-0

Erin, & Maharani, A. (2018). Mathematics education students' perception of online lectures. Mosharafa: *Journal of Mathematics Education*.

European Commission Joint Research Centre. (2018). Artificial intelligence: A comprehensive guide. European Commission.

Flick, U. (2018). An introduction to qualitative research (6th ed.). Sage Publications.

Fošner, T. (2024). University students' attitudes and perceptions towards AI tools. Slovenia.

Holmes, W., Bialik, M., & Fadel, C. (2019). Artificial intelligence in education: Promises and implications for teaching and learning. Center for Curriculum Redesign.

Kameswari, L., Iqbal, M., Aulia, A., & Pranata, R. (2024). Students' perception of artificial intelligence (AI) as English learning tools. Indonesia.

Keleş, S., & Aydın, S. (2021). University students' perceptions of artificial intelligence. *Journal of Educational Technology and Online Learning*, 4(3), 382–396. https://doi.org/10.31681/jetol.891781

Khairuddin, M., Hassan, R., & Rahim, N. A. (2024). *AI-driven learning support and its influence on student motivation and engagement*. International Journal of Interactive Educational Systems, 12(1), 33–49.

Khairuddin, Z., Shahabani, N. S., Ahmad, S. N., Ahmad, A. R., & Zamri, N. A. (2024). Students' perceptions on the artificial intelligence (AI) tools as academic support. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 9(11), e003087. https://doi.org/10.47405/mjssh.v9i11.3087

Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). Intelligence unleashed: An argument for AI in education. Pearson.

Mallillin, L. L. D. (2024). Artificial Intelligence (AI) Towards Students' Academic Performance. *Innovare Journal of Education*, 12(4), 16–21. https://doi.org/10.22159/ijoe.2024v12i4.51665

Manning, C. D. (2020). *Artificial intelligence: Foundations and definitions*. Stanford University.

Milicevic, S., Djokic, V., Malcic, J., & Kalas, V. (2024). Students' perceptions of the use of artificial intelligence in educational services [Study conducted at the University of Novi Sad, Serbia].

Newton, D. (2016). Personalizing learning with artificial intelligence. *Educational Technology Today*, 14(2), 30–36.

On, S., Kheang, T., Phal, C., & Srim, S. (2024). Students' perception of the impact of AI-generative tools in learning the English language. *Cambodian Journal of Educational and Social Sciences, 1*(2), 95–111.

Quinde, E., Martínez, L., & Paredes, P. (2024). *Students' perceptions of AI-based feedback tools in improving academic performance*. Journal of Learning Analytics and Technology, 9(3), 150–168.

Quinde, L., Muñoz, G., Suárez, P., Villarreal, R., Vélez, M., & Laínez, S. (2024). Perception of university students on the use of AI tools for the development of autonomous learning [Study conducted at Peninsula de Santa Elena State University, Ecuador].

Sangapu, A. (2018). Artificial intelligence in education: From a teacher and student perspective [Study conducted in India].

Selwyn, N. (2010). Looking beyond learning: Notes towards the critical study of educational technology. *Journal of Computer Assisted Learning*, 26(1), 65–73. https://doi.org/10.1111/j.1365-2729.2009.00338.x

Van der Vorst, A., & Jelicic, Z. (2019). Challenges in artificial intelligence: History and overcoming obstacles. *Journal of AI Studies*, 45(2), 123–134.

Williamson, B., & Eynon, R. (2020). Historical threads, missing links, and future directions in AI in education. *Learning, Media and Technology*, 45(3), 223–235. https://doi.org/10.1080/17439884.2020.1798995

Xu, X., Liu, J., Zheng, R., Lei, V. N.-L., & An, Q. (2025) Learners' perception of data privacy when using AI language models: Reflective diary analysis of undergraduates in China. *Acta Psychologica.* V (260) 1-9.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education. *International Journal of Educational Technology in Higher Education*, 16(39), 1–27. https://doi.org/10.1186/s41239-019-0171-0