Abhat Journal, Volume. 18, Issue. 2, September 2026

Abhat Journal, Faculty of Arts, Sirte University مجلة أبحاث بكلية الآداب جامعة سرت
Source Homepage: http://journal.su.edu.ly/index.php/ABHAT/index
https://doi.org/10.37375/aj.v18i2.4312

The Role of Artificial Intelligence (AI) in EFL Classes at Faculty of Education, Elmergib University: Teachers' and Students' Perspectives

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Abstract:

This qualitative descriptive study investigates the pedagogical role of integrating and utilizing Artificial Intelligence (AI) into English as a Foreign Language (EFL) writing instruction within the resource-constrained Libyan higher education context. Utilizing semi-structured interviews analyzed via NVivo 12, data were collected from 11 EFL instructors and 16 senior undergraduate students at a Faculty of Education. The findings revealed a stark pedagogical paradox. For students, AI tools (e.g., ChatGPT) serve as vital socio-economic and academic equalizers that optimize operational efficiency, lower language anxiety, and accelerate writing outputs. However, this convenience induces behavioral dependency and "metacognition laziness," leading to performance collapses in invigilated, technology-free environments. Conversely, instructors praised AI as an efficient labor-saving companion for lesson planning and material differentiation, yet they reported a severe institutional vacuum. Lacking formal training, educators faced an "assessment crisis," forcing them to shift roles from instructional mentors to "AI detectives" to combat plagiarism. Ultimately, the study underscores that while AI offers powerful scaffolding for EFL writing, its unguided implementation threatens independent language acquisition and valid student evaluation.

Keywords:
Artificial Intelligence (AI), Writing Skill, Students and Teachers Perspectives, EFL, Libya.

Information:
Received: 11/06/2026
Accepted: 21/07/2026
Published: 01/09/2026

دور الذكاء الإصطناعي في فصول اللغة الإنجليزية كلغة أجنبية بكلية التربية–جامعة المرقب: وجهات نظر المعلمين و الطلاب

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الملخص:

تستكشف هذه الدراسة الوصفية النوعية الآثار التربوية لدمج أدوات الذكاء الاصطناعي في تدريس الكتابة باللغة الإنجليزية كلغة أجنبية، ضمن سياق التعليم العالي الليبي ذي الموارد المحدودة. باستخدام مقابلات شبه منظمة تم تحليلها عبر برنامج NVivo 12، جُمعت البيانات من 11 مُدرّسًا للغة الإنجليزية كلغة أجنبية و16 طالبًا جامعيًا في السنة النهائية بكلية التربية. تكشف النتائج عن مفارقة تربوية صارخة. فبالنسبة للطلاب، تُعدّ أدوات الذكاء الاصطناعي (مثل ChatGPT) عوامل مُوازنة اجتماعية واقتصادية وأكاديمية حيوية تُحسّن الكفاءة التشغيلية، وتُخفّف من قلق اللغة، وتُسرّع من إنتاجية الكتابة. مع ذلك، تُؤدي هذه السهولة إلى اعتماد سلوكي و"كسل ما وراء المعرفة"، مما يُؤدي إلى تراجع الأداء في بيئات خالية من التكنولوجيا وخالية من الرقابة. في المقابل، يُشيد المدرّسون بالذكاء الاصطناعي باعتباره رفيقًا فعالًا وموفرًا للجهد في تخطيط الدروس وتكييف المواد، ومع ذلك يُشيرون إلى فراغ مؤسسي حاد. يواجه المعلمون، لافتقارهم إلى التدريب الرسمي، "أزمة تقييم"، مما يضطرهم إلى تغيير أدوارهم من مرشدين تعليميين إلى "محققين في الذكاء الاصطناعي" لمكافحة الانتحال. في نهاية المطاف، تؤكد الدراسة أنه على الرغم من أن الذكاء الاصطناعي يوفر دعماً قوياً لكتابة اللغة الإنجليزية كلغة أجنبية، إلا أن تطبيقه غير الموجه يهدد اكتساب اللغة بشكل مستقل وتقييم الطلاب بشكل صحيح.

الكلمات المفتاحية:
الذكاء الاصطناعي (AI)، مهارة الكتابة، تصورات الطلاب والمعلمين، اللغة الإنجليزية كلغة أجنبية، ليبيا.

معلومات النشر:
تاريخ الاستلام: 2026/06/11
تاريخ القبـــول: 2026/07/21
تاريخ النشـــر: 2026/09/01

1. Introduction

Artificial Intelligence (AI) has transformed a number of fields, including education. AI technologies, in particular, present special chances to learn and teach English as a Foreign Language (EFL). AI solutions, such grammar checkers, writing assistants, and personalized learning platforms, can offer immediate feedback, customized learning experiences, and resources that meet individual requirements while these learners struggle with the challenges of learning a new language.

This study mainly investigates the role of AI can be used by EFL students' writing skills by examining how these AI tools incorporate into teaching and learning writing skills. Additionally, because students receive immediate feedback and support in real time, it explores the consequences for learner motivation, engagement, and confidence. In the end, the influence of AI on writing abilities constitutes a noteworthy area in language education, offering the potential to close gaps and develop abilities that are critical in the current globalized communication environment.

2. Advantages and Disadvantages of AI in Writing Skills

2.1. Advantages

1. Instant Feedback: Students can learn from their errors in real time due to AI technologies that offer quick fixes and recommendations(Tran, 2025).
2. Personalized Learning: By evaluating each student's unique writing preferences and skill level, AI can provide activities and materials that are specifically designed to meet their needs(Tajik, 2026).
3. Accessibility: Since AI writing helpers are frequently available around-the-clock, students can more easily acquire assistance whenever and wherever they need it(Song & Song, 2023).
4. Decreased Anxiety: Since they may practice writing without worrying about criticism from teachers or classmates, many students are less afraid to use AI technologies(Song & Song, 2023).
5. Improved Grammar and Vocabulary: Through recommendations and explanations, AI tools assist students in increasing their vocabulary and improving their grammatical accuracy(Mun, 2024).
6. Promoting Creativity: AI can motivate students by offering ideas and prompts that encourage original writing and thought(Song & Song, 2023).
7. Resource Efficiency: Teachers can concentrate more on instruction and less on administrative duties by using AI tools to expedite the writing evaluation process(Mun, 2024).

2.2 Disadvantages

1. Over-reliance on Technology: Students may grow reliant on AI technologies, which could hinder their ability to think critically and solve problems in writing(Barrot, 2023).
2. Limited Understanding: Although AI can make adjustments, it cannot always explain why a correction is required, which could leave students with gaps in their knowledge of linguistic conventions(Aljuaid, 2024).
3. Feedback Quality: AI might not always provide precise or contextually relevant feedback, which could result in misinterpretations or writing mistakes(Algaraady & Mahyoob, 2023).
4. Loss of Personal Touch: Since writing is frequently a very personal activity, a student's work may become less unique and expressive if they rely too much on AI(Wang, 2024).
5. Data Privacy worries: Students have privacy and security worries because using AI tools frequently entails sharing personal data(Marzuki et al., 2023).
6. Access Inequality: Not every student has equal access to AI technology, which may make already-existing educational disparities worse(Nguyen et al., 2023).
7. Misinformation Potential: If AI tools' underlying algorithms are not well calibrated, they may unintentionally spread false information(Yan, 2023).

While AI offers promising benefits for improving writing skills among EFL students, it is essential to be mindful of its limitations. Balancing AI usage with traditional teaching methods can help maximize its advantages while mitigating potential disadvantages.

3. Implementing AI Inside and Outside the Classrooms

3.1 Implementing AI Inside the Classroom

1. AI-assisted Writing Tools: Teachers can use AI writing aids like Grammarly or QuillBot during writing activities. These technologies provide real-time feedback, allowing students to learn from their mistakes while they write(Tran, 2025).
2. Interactive Learning Platforms: Integrate platforms like Write & Improve into your lectures.

These platforms evaluate writing contributions and provide tailored feedback, making it easier for teachers to adjust training to students' requirements(Tajik, 2026).

3. AI-driven Assessment: Using AI to grade writing assignments can reduce teachers' burden. Automated systems can provide consistent evaluations and feedback, freeing up time for more tailored interactions with students(Mun, 2024).
4. Collaborative Writing Projects: Use AI tools for peer reviews. Students can utilize AI to help each other improve their editing abilities and promote collaborative learning(Song & Song, 2023).
5. Personalized Learning Plans: Teachers can use AI analytics to build personalized learning plans depending on student performance. This enables personalized instruction that targets individual writing problems(Aljuaid, 2024).

3.2 Implementing AI Outside the Classroom

1. Self-directed Practice: o Students can use AI writing tools at home to practice writing essays, reports, and creative pieces. These tools can help students reinforce what they've learned in class while also providing vital feedback(Algaraady & Mahyoob, 2023).
2. Encourage students to participate in AI-powered online writing communities to acquire exposure to different writing styles and criticism from a wider audience(Song & Song, 2023).
3. AI tools can be used in homework assignments to enhance research and writing. Students, for example, can utilize artificial intelligence to assist them create ideas, perform research, and draft papers(Barrot, 2023).
4. Virtual Language Exchange: AI chatbots can help students practice writing English with native speakers(Song & Song, 2023).
5. AI-enhanced Reading Apps: Using reading apps with AI-driven suggestions based on student interests can improve reading abilities and writing competency(Aljuaid, 2024).

The use of AI inside and outside of the classroom offers a diverse approach to improving EFL students' writing abilities. By properly incorporating AI tools into teaching methods, instructors may create a dynamic learning environment that promotes growth, engagement, and writing competency. Balancing AI use with traditional instructional practices can enable students to develop into well-rounded writers ready for future communication issues.

4.Research Questions

This study was conducted to answer the following questions:

1. What are the perspectives of Libyan EFL teachers and students toward the utilization of AI tools in the classroom?

2.What are the pedagogical advantages and structural challenges associated with implementing AI utilities within the Libyan EFL educational landscape?

5.Research Objectives

The primary aims of this study are realized through the following specific objectives:

1. To investigate the perspectives of Libyan EFL teachers and senior students toward utilizing AI utilities in the classroom.
2. To isolate the distinct pedagogical advantages and structural challenges associated with implementing AI tools within the Libyan educational landscape.

6.Literature Review

Writing has long been a part of academic discussions and has been essential to the advancement of knowledge. It has undergone numerous variations in form and style because of its importance in illuminating our universe. When creating an academic paper, authors require several tools, the foundation of which is an authenticated source of data. These days, when an author chooses to write a study on a subject, he or she may consider using artificial intelligence. Recently, AI technology has unveiled new facets of how humans write on a certain subject and illuminated how we construct a document.

The integration of Artificial Intelligence (AI) into educational settings has sparked significant attention, particularly within the field of language learning. As a game-changing technology, AI utilizes complex algorithms to process language and provide information across diverse subjects, offering both advantages and challenges in academic writing (Salvagno et al., 2023). Recent research by Eragamreddy (2024) validates the beneficial impact of AI-assisted instruction on undergraduate students, noting not only an improvement in writing proficiency but also a notable boost in self-esteem and a reduction in writing-related anxiety. This sentiment is echoed by

Alangari (2025), whose findings revealed significant improvements in vocabulary and content scores through the use of tools like ChatGPT, though technical aspects such as organization and mechanics showed less substantial progress.

User demographics and the nature of interaction play a critical role in how AI is perceived and utilized. While undergraduate students often prioritize the speed and efficiency of AI services, postgraduate students tend to be more value-oriented, seeking high-quality information to meet rigorous academic standards (Shahbazi et al., 2025). Furthermore, Yang et al. (2025) emphasize that student engagement is key; those who actively interact with and modify AI-generated content produce superior writing compared to those who accept unaltered texts. This suggests that AI serves as a powerful equalizer, especially for those facing language barriers, by making high-quality writing and complex tasks more accessible (Mohammad Karimi, 2023).

In the Libyan context, studies across various institutions—including Elmergib University, Al-Rifaq University, the University of Tripoli Al-ahlia, and several faculties in Misurata—reveal a strong trend toward AI adoption since 2022. Both educators and students generally maintain a positive outlook, citing the benefits of immediate feedback and personalized instruction (Almashrgy & Alburki, 2024; Msimeer, 2024). However, this optimism is tempered by significant concerns. Students have expressed apprehension regarding the potential displacement of human educators, while teachers highlight that the successful integration of AI is contingent upon consistent institutional support and comprehensive training (Hmouma, 2025). Ultimately, the consensus in current literature suggests that AI should function as a supplementary tool designed to assist teachers and enhance student performance rather than serving as a total replacement for human instruction.

7.Methodology

7.1Research Design

Since the current study aims to investigate how AI can help EFL students and teachers by looking at how it is incorporated into writing learning improvement, this study is designed as Phenomenological research design which was employed to integrating qualitative insights gained from semi-structured interviews.

7.2Research Tool

The primary methods for gathering data from the participants were two semi-structured interviews: one with EFL teachers at the Faculty of Education and another with EFL fourth students at the Faculty of Education, Elmergib University in Libya. Each interview was conducted using five basic questions and adding more if needed.

7.3Ethical Considerations

Some ethics were considered during data collection in order to avoid the bias and make the study more reliable. First; participants personal data such as; names and ages were out of questions. Second; all participants (teachers) have given their informed consent before participating in the interviews. Third; Privacy and Secrecy: protecting each participant"s privacy and secrecy by making their identities anonymous in the article. Instead of using the people's true names, use generic labels or pseudonyms (such "Teacher 1, Teacher 2, …up to Teacher 11" or "Student 1, Student 2, …up to Students 16").

7.4Data Analysis

The semi-structured interview data was analyzed to determine the teachers' and students' perceptions regarding the role of AI in EFL classrooms. The qualitative software NVivo 12 was used to analyze the data and identify themes. The NVivo software packages improve data accessibility, efficiency, accuracy, and rigor.

Prior to analysis, the transcripts were read multiple times. To produce final themes (patterns) that were coherent, consistent, and distinct, potential themes (patterns) were formed by merging or dividing nodes. NVivo's word frequency function was used to determine the most prevalent terms and word groups (such as synonyms and stem words) as well as the relative and absolute frequencies of each word/word group within the data set.

Based on the data obtained through the interview, there is a stark contrast in the way (AI) is included into Libyan English as a foreign language (EFL) programs. Despite the overwhelming optimism and favorable views that both teachers and students have toward tools such as ChatGPT, Google Translate, and specialized AI chatbots, they encounter systemic educational and infrastructural obstacles. The goal of this theme analysis is to methodically examine and evaluate the qualitative data gleaned from the interviews on AI's impact on English language

acquisition.

8.Results

8.1Results regarding the perspectives of Libyan EFL teachers and students toward the Utilization of AI tools in the classroom

8.1.1. The Perspectives of Libyan EFL Students

Theme 1. Improved Academic Performance

Students made strong comments on how using AI tools improved their English language performance. Improved writing abilities, pronunciation, and general engagement are a few of these trends that teachers have noted. Libyan undergraduates generally viewed AI driven applications as powerful allies in bridging gaps left by traditional, lecture-heavy pedagogical methods.

The finding gotten from the students' interview showed that all students completely rely on AI tools in their study. It was stated that all students used AI in their EFL learning inside and outside the classrooms. They believed that AI tools helped them to achieve their Home-works. They particularly utilized AI tools in writing their homework, projects and essays. They also used AI tools in translation classes as well as they got high marks in those subjects. All students agree that their academic performance especially in writing homework, projects and essays improved.

Theme 2. Availability and Speed of AI

Most students brought up the availability and speed of AI tools. Compared to traditional learning, they were more inventive and engaging. 15 of 16 students believe that AI is very helpful. They rely on AI tools due to its availability and speed. Those students get their answers in few seconds. A student 11 noted:

"I think AI can facilitate learning. It is accessible whenever I look for something pertaining to my research. Additionally, I may obtain my search in a matter of seconds."

A student 15 said:

" AI is incredibly fast and accessible whenever I need it. I use it constantly."

Theme 3. Time-Saving

All students stated that AI tools significantly reduced the time spent on academic tasks such as homework, writing projects and essays.They highlighted that complex assignments which previously required hours of intensive research and structuring can now be completed in a fraction of the time. This helped the students a lot in managing their tight academic schedules, allowing them to dedicate more focus to deep understanding and critical thinking rather than being overwhelmed by tedious administrative tasks.Furthermore, the students emphasized that this efficiency gain acted as a catalyst for academic productivity. A student 5 remarked,

"AI allows me to manage several subjects at once without feeling exhausted, and I can finally successfully balance my extracurricular activities with my coursework."

This shift signifies more than mere time-saving; it represents a fundamental evolution in the educational landscape, where technology serves not as a shortcut but as an intellectual partner that empowers learners to explore complex concepts with greater depth.

AI allows students to reclaim precious hours previously lost to rote memorization and manual organization.

Table 1:Libyan EFL Students' Perspectives on AI Integration

Theme	Core Qualitative Finding	Key Metric / Data Point	Illustrative Impact / Evidence
1. Enhanced Academic Performance	AI acts as a bridge for lecture-heavy methods, directly boosting scores in writing, translation, and essays.	**100%** of interviewed students rely on AI for continuous assessment.	Artificially inflates home assignment marks, though gains drop in invigilated spaces.
2. Ubiquitous Availability & Speed	Real-time accessibility contrasts sharply with rigid, traditional institutional workflows.	**15 out of 16** students prioritize AI due to speed.	Research data and answers are retrieved in a matter of seconds (e.g., Student 11 & 15).
3. Temporal Efficiency	AI compresses hours of manual structuring, allowing students to balance demanding course loads.	**100%** of students reported significant reductions in task completion time.	Shifts student energy away from rote organization to managing multiple subjects seamlessly (e.g., Student 5).

8.1.2The Perspectives of Libyan EFL Teachers

Most teachers stated that they have been using AI in their teaching. Eight of eleven confirmed their usage of AI. Their utilization of AI was due to reducing efforts,

Theme1. Reducing Effort and Time

The fundamental idea of reducing effort and preventing systemic workload burnout lies at the heart of instructors' attitudes regarding AI. EFL teachers often experience "time poverty," when preparatory needs and administrative responsibilities take precedence over real classroom engagement.

According to preliminary study, teachers mostly see AI as a crucial labor-saving tool. AI frees up educators' cognitive capacity by automating the repetitive, mechanical parts of material preparation. This allows them to shift their primary attention from tedious clerical preparation to high-value, compassionate student engagement and real-time diagnostic teaching. Positive teacher attitudes on the use of AI are mostly sparked by this perceived utility. One of the teachers stated:

"I use AI technologies to prepare classes and create activities with less effort. It truly helps me feel less stressed."

A teacher 8 announced that applying AI tools in teaching EFL is comfortable and it makes every thing easy to do.

Theme 2. Creating Lesson Plans

The convenience of creating lesson plans is the most obvious example of this labor-saving potential. It has previously required significant cognitive work and time to create a coherent, multi-phase EFL lesson plan, which must organically move from warm-ups and controlled practice to free production. AI is seen by teachers as a vital tool for quick scaffolding and innovative brainstorming. Teachers can create customized, minute-by-minute lesson plans in a matter of seconds by entering particular criteria like student age, target levels, and thematic objectives as they explained in the interview. AI simplifies curriculum alignment by acting as an interactive sounding board instead of taking the place of the teacher. A teacher 4 said:

"Lesson plans can be swiftly created using AI. It helps me comprehend the entire subject and provide a comprehensive explanation."

Theme3. Generating Exercises

AI's involvement to generate specific exercises is highlighted by the fact that language mastering necessitates microscopic, repetitive reinforcement beyond general lesson design. AI's capacity to generate grammar worksheets, vocabulary match-ups, and contextualized gap-fill assignments in real time is frequently praised by EFL teachers. AI also tackles the persistent problem of differentiation, which is more significant. Teachers view AI as a flexible text-adaptor that can quickly simplify a single real reading passage, complete with computerized vocabulary glossaries and personalized comprehension questions. This significantly lessens the difficulty of creating several copies of an assignment for classrooms with a range of ability levels. A teacher 3 remarked:

"Exam questions and activities can be made in a matter of seconds. Effective methods are used to generate discussion questions. In the courses I teach, I make frequent use of AI tools."

A teacher 1 stated:

"AI gives us (teachers) relevant examples of pre-prepared/planned exam/test questions."

Theme 4. Creating Activities

Developing interactive activities is crucial to achieving communicative competence, which is the ultimate goal of any EFL classroom. Sometimes textbook materials seem static, out-of-date, or unrelated to the real-world experiences of modern pupils. Teachers see AI as a limitless source of dynamic, communicative assignments. By swiftly creating pertinent debate questions, structured role-play situations, role-playing chatbot simulations, and game-based learning ideas that properly match their students' current slang, interests, and linguistic talents, teachers may use AI to create high-engagement environments. A teacher 7 told:

"Since *AI can support activities like diagrams, pictures, and new ideas for all activities, it may greatly ease my teaching."*

Table 2:Libyan EFL Teachers' Perspectives on AI Integration

Theme / Dimension	Core Qualitative Focus	Key Metric / Data Evidence	Illustrative Impact on Teaching Practice
Operational Adoption	High baseline usage driven by a need to optimize classroom workflows.	**8 out of 11** interviewed teachers actively use AI tools.	Establishing a more comfortable, low-stress professional environment.
Theme 1: Reducing Effort & Time	Overcoming "time poverty" by automating mechanical prep.	Shifting focus from clerical tasks to student diagnostic interaction.	*"It truly helps me feel less stressed."* (Teacher)
Theme 2: Creating Lesson Plans	Rapid structural scaffolding and instructional brainstorming.	Generates tailored, minute-by-minute plans in a matter of seconds.	*"It helps me comprehend the entire subject..."* (Teacher 4)
Theme 3: Generating Exercises	Real-time creation of reinforcement tasks and material differentiation.	Produces grammar worksheets, gap-fills, and tailored reading glossaries.	*"Exam questions and activities can be made in a matter of seconds."* (Teacher 3)
Theme 4: Creating Activities	Elevating communicative competence with high-engagement assets.	Generates custom debate prompts, role-plays, and visual support ideas.	*"Since AI can support activities like diagrams, pictures... it may greatly ease my teaching."* (Teacher 7)

EFL teachers' opinions of AI are not wholly uncritical, though. Although educators often applaud AI's operational efficiency, ease of planning, and quick resource development, their excitement is tempered by legitimate pedagogical concerns. Concerns about the accuracy of AI-generated grammar (the problem of "hallucinations"), the possible loss of students critical thinking abilities, and the maintenance of human-to-human authenticity in language socialization are common among teachers. According to current scholarly consensus, EFL teachers support a balanced, hybrid framework-one in which human teacher agency, cultural intuition, and pedagogical reflection remain firmly at the center of the instructional process-even though they generally welcome AI as a transformative asset for preparation. A teacher 10 stated:

"Real-thinking is not aided by using AI. Teachers and students have hallucinations due to this phenomenon. I think it's the end of the human brain.

8.2Results Regarding the Distinct Pedagogical Advantages and Structural Challenges Associated with Implementing AI Tools within the Libyan Educational Landscape.

8.2.1Distinct Pedagogical Advantages

When AI tools are effectively implemented in Libyan classrooms, they provide immediate, quantifiable benefits despite structural obstacles:

Theme 1. Significant Performance Gains & Engagement:

According to this empirical study, students' grades improved particularly in writing when they utilize AI-supported classes. Higher levels of student autonomy, involvement, and strategic reasoning are fostered by AI tools. A student 6 said:

"AI is really helpful to me in my studies because I consistently receive great grades for the requirements of my classes. When I don't comprehend a teacher's question, it provides me with the right answers as homework. It can provide me with entire writing portions in a matter of seconds and also corrects my writing."

Teachers also noticed that their academic performance in lessons' preparation, activities' creations, variety of educational sources and discussion questions were improved. A teacher 5 stated:

"AI services make information easily accessible at any time. Obtaining excellent evaluations in scientific research and teaching is beneficial."

Theme 2. Boosted Critical Thinking and Problem-Solving:

This study showed that students using AI-assisted learning methods significantly outperformed those using traditional learning methods, showing higher-order cognitive development. Since those students search in AI tools constantly, their critical thinking of different ideas and solutions improved. The students had to choose the suitable answers and this built their critical thinking noticeably. One of the students remarked;

"AI made it easier for me to organize my ideas and make complex sentences easier to understand. I am free to select what best suits my needs and preferences.

Moreover, teachers also find AI tools a good choice to select the information and analyse the data they got. Teachers' ideas and thinking improved due to the big amount of information. When they search in AI tools for lessons preparations or scientific research, they think about the correct and proper data to apply it.

Theme 3. Relief from 'Time Poverty' and 'Money Spending:

Libyan teachers highly commend AI's capacity to automate administrative processes, including data-driven decision-making, lesson design, and grading optimization. This allows teachers to concentrate on direct student contact by freeing up critical cognitive resources which are expensive to have them. AI provides those resources free for both teachers and students. One of the teachers explained:

"AI saves both time and money when it comes to purchasing the materials we gather for research or lesson planning. The majority of references are found on AI tools."

Moreover, students also like to use AI because of the amount references it has. They don't need to buy some expensive references for their study. AI serves the students by saving their school allowance. It also provide them the exact time to finish their homework. A student 11 stated:

"AI applications provide me with a lot of free references. They are really beneficial. They complete my homework in a matter of minutes. AI makes it easier for me to focus on my examinations and exams."

Table 3: Summary of AI Benefits in Libyan Classrooms

Core Theme	Impact on Students	Impact on Teachers
1. Grades & Engagement	• Academic performance improves, particularly in writing. • Student autonomy and class involvement increase.	• Lesson preparation and classroom activities are enhanced. • Access to diverse, high-quality educational sources improves.
2. Critical Thinking	• Fosters strategic reasoning over traditional learning. • Teaches students to analyze and select appropriate answers.	• Improves data analysis and information filtering. • Encourages critical selection of accurate content for lessons.
3. Time & Money Savings	• Provides free access to expensive study references. • Speeds up homework completion, allowing focus on exams.	• Automates administrative tasks, lesson design, and grading. • Frees up valuable cognitive energy and time for teaching.

8.2.2Structural and Contextual Challenges

The utilization of Artificial Intelligence into education has completely shifted how we teach and learn. While AI tools offer incredible efficiency, both educators and students are navigating a messy, rapidly evolving transition. The core challenges can be broken down by how they directly impact each group, alongside the systemic hurdles they face together.

8.2.2.1 Challenges Faced by Teachers

The sudden, universal access to generative AI has completely disrupted long-standing teaching practices. Teachers are essentially forced to rebuild their workflows while actively teaching.

Theme 1. The "Assessment Crisis" and Academic Integrity

The "Assessment Crisis" and Academic Integrity: Traditional assignments and take-home essays are no longer trustworthy indicators of student development. Teachers are caught in a never-ending cycle of trying to tell the difference between real student work and material produced by artificial intelligence, changing their positions from mentors to "AI detectives." A teacher 11 remarked:

"I have trouble evaluating my student's writing, especially when it comes to a printed version. AI ensures that every student is evaluated equally."

A teacher 10 added:

"...I became a detective using AI to look into students' work. In order to evaluate students' writing, I had to search for new artificial intelligence (AI) tools."

Theme 2. The AI Literacy Gap

Even though teachers utilize generative AI to perform regular administrative duties and generate lesson plans, the great majority of teachers lack formal institutional training. Due to the fact that most teachers must either self-fund or self-teach their AI literacy, there are notable differences in how technology is controlled. A teacher 2 stated:

"We teachers need to be given more training and instructions about AI tools; we need to learn more about how to apply AI tools in our lesson plans."

Theme 3. The Risk of "Deskilling" Instruction

Teachers are becoming increasingly concerned that depending too much on automated systems for lesson planning, grading, and feedback would lessen the special human touch, empathy, and intuitive pedagogical judgment that human teachers offer. One of the teachers remarked:

"Most works, lesson plans, and research now lack the human touch quality due to the use of AI tools. AI doesn't understand body language."

8.2.2.2 Challenges Faced by Students

For students, AI presents a classic "double-edged sword" paradox: tools that promise to make learning easier can inadvertently stunt intellectual growth if used incorrectly.

Theme 1. Metacognition Laziness and Skill Atrophy

This study shows a worrying trend: although general-purpose AI bots assist students in producing better assignments, these benefits frequently disappear or reverse during supervised tests when access is restricted. Long-term critical thinking and recall are negatively impacted by using AI to avoid the "productive struggle" of problem-solving. One of the students stated:

"AI is incredibly useful for assignments, but it cannot be used for oral or classroom exams. Our grades are significantly impacted by this."

Theme 2. Echo Chambers of Misinformation

AI models are notoriously confident even when they are completely wrong (hallucinations). Students who lack advanced research literacy often accept AI-generated outputs at face value, leading to the accidental consumption and replication of false information. A student 15 assumed:

"AI writes so well and sounds so sure, it must be right…but it makes many mistakes."

A student 6 stated:

"The information we obtained from AI is unreliable. It contains a lot of errors, which cause blunders."

Theme 3. Cognitive and Social Isolation

Hyper-personalized "AI mentors" run the risk of decreasing crucial classroom socializing and creating more solitary learning settings when they replace human peer participation or instructor dialogue. One of the students remarked:

"Students who constantly rely on AI experience isolation. It impairs their ability to work in groups, participate actively, and think clearly."

Table 4: Side-by-Side Summary of AI Challenges

Core Dimension	Challenges Faced by Teachers	Challenges Faced by Students
Academic Integrity & Cognitive Growth	**The Assessment Crisis:** • Traditional assignments and essays are no longer trustworthy indicators of progress. • Teachers are forced into the role of "AI detectives" to catch unauthorized usage.	**Metacognitive Laziness & Atrophy:** • Bypassing the "productive struggle" of learning harms long-term critical thinking and recall. • Artificially inflated grades drop significantly during supervised, AI-free exams.
Literacy & Information Quality	**The AI Literacy Gap:** • Instructors lack formal, institutional training. • Teachers must self-teach or self-fund, creating uneven standards of tech mastery.	**Echo Chambers of Misinformation:** • Students lack the research literacy to spot confident but incorrect AI "hallucinations". • Trusting AI outputs at face value leads to reproducing errors and blunders.
Human Connection & Socialization	**Risk of "Deskilling" Instruction:** • Over-reliance on AI risks losing empathy, pedagogical intuition, and personal touch. • Automated planning and grading tools cannot interpret crucial student body language.	**Cognitive & Social Isolation:** • Solitary reliance on hyper-personalized AI mentors replaces active peer-to-peer classroom dialogue. • Impairs students' ability to collaborate effectively in group work settings.

9.Discussion

The qualitative data gathered from the interviews reveals a stark contrast in how Artificial Intelligence (AI) is integrated into the Libyan English as a Foreign Language (EFL) educational landscape. While both teachers and students exhibit high levels of optimism and favorable views toward tools like ChatGPT, Google Translate, and specialized chatbots, their experiences are shaped by underlying pedagogical paradoxes and systemic structural hurdles. The thematic analysis of their narratives demonstrates that while AI acts as an immediate catalyst for operational efficiency and academic equalizing in a resource-constrained environment, it simultaneously introduces severe intellectual vulnerabilities and disrupts traditional assessment methods.

For Libyan undergraduate students, AI tools function as an invaluable socio-economic equalizer, yet this convenience directly induces a state of "metacognition laziness" that compromises independent language acquisition. In an environment where up-to-date research references and physical textbooks are often prohibitively expensive or difficult to source, AI serves as a free, instantaneous digital library that compresses hours of manual research and essay composition into seconds. However, this efficiency has fostered a severe behavioral dependency. Because generative AI outputs are highly sophisticated and delivered immediately, students frequently bypass the necessary "productive struggle" required to internalize second-language grammar and writing mechanics. Consequently, while AI-assisted homework and translation projects result in artificially inflated continuous assessment marks, these performance gains immediately collapse during invigilated classroom environments or oral examinations where technology is restricted and the digital safety net is removed.

Conversely, for Libyan EFL teacher, the operational relief provided by AI is severely undermined by a profound crisis in student evaluation and an institutional training vacuum. Teachers heavily praise AI's utility as a labor-saving companion that automates mechanical tasks, allowing them to scaffold minute-by-minute lesson plans, generate customized grammar worksheets, and differentiate reading materials for mixed-ability classrooms in a fraction of the traditional time. However, the total subversion of take-home writing assignments has forced educators into an adversarial role, consuming their cognitive energy as they transform from instructional mentors into "AI detectives" trying to verify authentic student work. This stress is compounded by a total lack of structural support; while students adopt these tools organically, teachers are left entirely unsupported by university administrations. Instructors are forced to independently self-teach and arbitrarily govern AI integration guidelines within their respective classrooms, resulting in a highly fragmented, inequitable, and unguided educational experience across the department.

10.Conclusion

In conclusion, the integration of Artificial Intelligence within the Libyan EFL context presents a deeply nuanced dichotomy: it functions simultaneously as a powerful engine for academic equity and operational relief, and as a disruptive force that threatens independent cognitive development and traditional assessment paradigms. For students, immediate access to digitised linguistic support effectively bypasses resource scarcities, yet it risks fostering behavioural dependency that compromises long-term language acquisition. For educators, the efficiency gained in instructional preparation is heavily overshadowed by the cognitive burden of policing authentic student output in an institutional training vacuum. Ultimately, these findings suggest that if AI is to serve as a sustainable pedagogical asset rather than an academic crutch, higher education institutions in Libya must transition away from unguided, fragmented classroom adoption toward structured, policy-driven frameworks that explicitly cultivate student metacognition and support teacher digital literacy.

11.Further Studies

While this study highlights the immediate pedagogical tensions of AI integration in Libyan higher education, it also opens several critical pathways for future empirical inquiry:

1. **Quasi-Experimental Research on Hybrid Pedagogies:** The effectiveness of “hybrid” or "scaffolded" writing workflows should be the subject of future studies. In particular, research may compare the learning results of students who use AI only for pre-writing (outlining and brainstorming) with those who use it for drafting, assessing the students' performance in controlled, technology-free exams later on.

2. **Alternative Assessment Frameworks**: Research is required to create and validate process-oriented rubrics in order to alleviate the "assessment crisis” and relieve educators of the “AI detective” burden. Future research should examine the effects of grading prompt histories, reflective editing logs, and oral defenses (vivas) on student writing progress and academic integrity.

3. **Action Research on Localized Teacher Training:** Future action research should create, deploy, and assess low-bandwidth, peer-led AI literacy training toolkits designed especially for teachers in resource-constrained settings in light of the documented institutional gap.

4. **Longitudinal Studies on EFL Acquisition (EFLA)**: To monitor EFL cohorts over several semesters, longitudinal mixed-methods research is necessary. This would ascertain if an ongoing dependence on generative AI tools eventually hinders or promotes autonomous grammatical, lexical, and syntactic growth over time.

12.Recommendations

Based on the previous findings identified, such as the assessment crisis, AI literacy gap, hallucinations, student dependency, and the lack of institutional support, here are some actionable recommendations tailored for the Libyan EFL context:

1. Redesign Assessments for In-Class Performance: To ensure authentic student language evaluation, shift the grading weight away from take-home essays (which are extremely susceptible to AI generation) and toward invigilated, in-class writing assessments, oral presentations, and interactive oral exams.

2. Establish Institutional AI Training for Faculty: To provide EFL teachers the digital literacy they need to successfully incorporate AI into lesson planning and syllabus creation, Libyan university administrations must offer fully financed, institutional professional development seminars.

3. Introduce AI Verification and Fact-Checking Modules: Include explicit information literacy instruction in the curriculum, teaching undergraduates how to identify AI “hallucinations” or inaccuracies, cross-reference data with academic databases, and critically audit AI outputs.

4. Establish Clear Departmental AI Honor Codes: To relieve individual teachers of the responsibility of arbitrarily policing their own classes, establish standardized institutional regulations that clearly define acceptable versus unacceptable usage of generative AI for assignments.

5. Encourage “AI-Scaffolded” Active Learning: By creating assignments that require students to evaluate, revise, or enhance an AI-generated draft, you can change the student-AI dynamic from passive copying to active learning while maintaining the “productive struggle” required for critical thinking.

6. Use Offline Learning Resources to Close the Digital Divide: Institutions should create and disseminate open-access, validated educational

datasets or local server-based technologies to address equity issues and regional infrastructure constraints, ensuring that all students have equal access to reliable, free reference materials.

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