FL Teachers' Perceptions of AI Tools in English Language Teaching in AL-Kufra City in Libya

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Abstract

This research explores City, Libya the attitudes of eighteen EFL teachers in AL-Kufra towards using Artificial Intelligence (AI) Technology-based tools for English language instruction. While AI technologies, such as ChatGPT (OpenAI, 2020), Grammarly and others translation apps (DeCamp et al .,2018), are increasingly impacting language education worldwide, teachers' preparedness and attitudes to their incorporation through remote application becomes a relevant issue. For this purpose, the research objectives are to investigate teachers' perceptions of AI in education; their challenges related to implementation of these technologies and relevant support requirements at an institutional level or as professional.The data were gathered through a mixed-method by means of a questionnaire, along with semi-structured interviews to EFL teachers across AL-Kufra city. The results provide insights into teacher awareness, confidence, and pedagogical beliefs about AI use to reveal the gap between what might be AI' potential and current practice.

Keywords: Artificial Intelligence, EFL Teachers' Perceptions, ChatGPT, EFL English Language Teaching, AI Tools

استكشاف تصوّرات معلّمي اللغة الإنجليزية كلغة أجنبية حول أدوات الذكاء الاصطناعي في تدريس اللغة الإنجليزية بمدينة الكفرة

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ملخص

تستكشف هذه الدراسة تصوّرات ثمانية عشر من معلّمي اللغة الإنجليزية كلغة أجنبية (EFL) في مدينة الكفرة بليبيا تجاه استخدام أدوات الـذكاء الاصـطناعي في تدريس اللغة الإنجليزية. ومع ازدياد تأثير تقنيـات الـذكاء الاصـطناعي مثـل ChatGPT وGrammarly وتطبيقات الترجمة على تعليم اللغات حـول العـالم، يصبح فهم مدى جاهزية المعلّمين ومواقفهم تجاه استخدامها في البيئات النائية أمرًا ضروريًا. تهدف الدراسة إلى استكشاف مدى إدراك المعلّمين لفائدة الذكاء الاصـطناعي، والتحـديات الـتي يواجهونهـا عنـد دمج هـذه الأدوات في العمليـة التعليمية، إضافةً إلى نوع الدعم المؤسسي أو المهني الذي يحتاجون إليه. وسيتم جمع البيانات باستخدام منهج مختلط يشمل استبيانًا ومقابلات شبه مُنظَّمة مـع معلّمي اللغة الإنجليزية. ومن المتوقع أن توفّر النتائج رؤى حول وعي المعلّمين وثقتهم ومعتقداتهم التربوية بشـأن الـذكاء الاصـطناعي، مـع إبـراز الفجـوة بين الإمكانات المتاحة والممارسات الفعلية. وتسهم هـذه الدراسـة في فهم كيفيـة توطين الابتكار التكنولوجي بفعالية لتعزيز تدريس اللغة الإنجليزية في المناطق الأقل تمثيلًا.

الكلمات المفتاحية : الذكاء الاصطناعي, ChatGPT , تصورات المعلمين , تدريس اللغة الانجليزية كلغة أجنبية, أدوات الذكاء الاصطناعي

Introduction

Artificial Intelligence (AI) is revolutionizing education scenes all over the world in remarkable ways by providing new possibilities automated for personalized learning, evaluation and instructional support, especially English as a Foreign Language (EFL)

teaching (An et al., 2022; Zhou & Hou, 2025). In EFL settings, AI-technologies are more and more frequently employed in developing various teaching materials, feedback offering and student engagement supporting, but success will depend upon teachers' technological readiness level and pedagogical adjustment (Khattak et al., 2025,Wahyuningtias et al., 2025).

In Libya, and in remote areas like AL-Kufra city particularly, introducing to technology education encounters specific challenges. Among these are lack of infrastructure, inadequate professional development, and a digital divide that may impede teachers' and students' both capacity value from AI-based innovations (Almashrgy & Alburki, 2024). Notwithstanding these impediments, Libyan EFL teachers have expressed favourable attitude towards AI (Almashrgy & Alburki, 2024) pointing the way forward to the necessity of sustained and more thorough training to exploit such tools in teaching language.

Teachers attitudes towards AI are important for policy-makers, to design effective training programs and to make responsible and context-based technology integration in education (An et al., 2022, Khattak et al., 2025). How teachers perceive, experience and feel about AI matters directly impact the success of it being used into practice for the quality of language teaching serving al., 2025; Wahyuningtias et al., 2025 students (Khattak et al., 2025,Wahyuningtias et al., 2025).

This study seeks to investigate teachers' attitudes EFL towards AI tools in English language teaching, the target institution is located in AL-Kufra city-Libya. Purpose of the study The main purpose of this study was to find out: are EFL teachers' attitudes toward (1) What integrating AI into their teaching? (2) and opportunities they What challenges face in deploying AI tools. (3) How can policy and training efforts beadapted to foster context-appropriate, effective, and ethical AI use in remote educational environments

Aim of the Study

This study is mainly focussed on investigating teachers' perceptions, awareness and attitudes of EFL utilizing Artificial Intelligence tools in English language teaching (ELT) in AL-Kufra City, Libya.

Research Questions

1. What is AL-Kufra EFL teachers' attitude AI toward using technologies in the teaching of English language?
2. How they do perceive AI and what influences their acceptance or resistance to using it?
3. What type of professional development or institutional support do they require to incorporate AI meaningfully?

Significance of the Study

This study is significant as it becomes the first to elicit an understanding of how EFL teachers in Al-Kufra city view the use of Artificial Intelligence tools in teaching English. It denotes and the awareness, readiness bottleneck of teachers on AI usage and provides useful recommendations to enhance training and support. The findings may also assist those who make decisions in Libya to build more effective policies readily adopting education.

Literature Review

The alacrity of the development of artificial intelligence (AI) has already started to reshape education globally, EFL instruction being no exception. AI applications including chat bots, automated assessment systems and adaptive learning environments in our teaching, which create new possibilities to facilitate language learning through their location-specific instruction that responds to users' inputs, automatism the repetitive tasks of administrative nature and provides real-time feedback (Khattaket al.,2025; Zhou &Hou, 2025).

With the higher adoption rate for AI tools by teachers and educators, exploring teacher attitudes toward AI can provide valuable insight to practitioners on teacher preparedness and help to improve teaching quality (An et al., 2022; Wahyuningtias et al., 2025).

From recent research, EFL teachers, in general, are positive about AI tools and they view them as a tool that might enhance student engagement and lesson planning while supporting language skills development especially vocabulary and pronunciation (Khattak et al., 2025; Wahyuningtias et al., 2025). However, teachers also have concerns about the ethical use of AI, reliance on technology and threat to reduce the subject knowledge.

In addition, technology literacy, access to opportunities for professional development and institutional support are important determinants that influence teachers' willingness and capacity to integrate AI in their classrooms (An et al., 2022; Tütünis et al., 2025).

The Despite recent growing interest in AI in EFL contexts, research on underrepresented areas such as Kufra City is missing. It is therefore crucial to explore teachers' perceptions and experiences within local settings, in order to develop contextually appropriate strategies and policies that facilitate both the effective and ethical integration of AI into English language teaching.

Teachers' EFL Attitudes toward Using Artificial Intelligence Apps in English Language Teaching.

The use of artificial intelligence (AI)applications in English as a Foreign Language (EFL) instruction has received considerable research attention. This review integrates the findings of studies conducted recent EFL teachers' on the perception, benefits, challenges, and drivers of AI adoption as applied in contexts that relate to those found in AL-Kufra city.

Teachers' Perceptions and Attitudes

Teachers of EFL show positive attitudes towards the use of AI tools as support in language teaching. The studies found that teachers believe AI has a positive impact on two areas: preparing instructional materials and increasing student engagement and vocabulary with pronunciation, but the effects of using AI to improve grammar and critical thinking are seen negatively (Khattak et al., 2025; Zainuddin, 2024; Özkan et al., 2024). It is also mentioned by teachers that AI should complement human teaching (Zainuddin, 2024) and not replace it.

Opportunities and Benefits

Artificial Intelligence tools are commonly used in developing educational content, grading, feedback system and personalised learning. Teachers agree can that AI make them more efficient in repetitive chore or duty, be active in giving feedback and offers differentiated instruction so as to get better instructional efficacy (Zhou & Hou, 2025; Hazaymeh et al., 2024; Kristiawan et al., 2024). AI is also considered as a way to increase students' motivation and self-efficacy when integrated in conjunction with human-led instruction (Song & Song, 2023).

Challenges and Concerns

Despite its advantages, there are issues raised by teachers about: over reliance on AI, ethical problems (i.e., data privacy and academic integrity) and teacher's role might be diminished by the pervasive usage AI (Ngo Cong-Lem et al., 2024; Özkan et al., 2024; Munni of & Rafique, 2025). There is also concern over students abusing AI, cheating or losing the ability to think critically. Give and take between time consciousness and learning Teachers stress the importance of unambiguous ethical guidelines and continuing professional development (Özkan et al., 2024; Ngo Cong-Lem et al., 2024).

Similar Studies in Libya

Ghwela (2023) English language teachers' beliefs on using technology in teaching English: a case of Al-Asmarya University. The findings study indicated that teachers of the had a positive attitude towards technology integration in the class. But the obstacles were also "many were ," as limited digital literacy and resources, lack of infrastructure and institutional support highlighted. The research sheds some light on the prospects and obstacles in technology integration into Libyan EFL classrooms.

Elkali and Abad (2025)"examined instructors" views of artificial intelligent teachers were positive about the potential benefits of AI tools (e. g. once AI adoption in three Libyan universities. The study revealed improving students' engagement with content / lessons).

On time of saving instruction and facilitating the language practice. However ,respondents were also worried about relying too much on AI, a lack of training

and being limited in resources. The research highlights the importance of tailored professional development efforts to support successful AI implementation.

Almashrgy and Alburki (2024) investigated University the perceptions of 20 EFL teachers in ElMerġib toward AI application within English Language learning. Results reveal, on a whole positive perceptions of AI tools to , enhance learners motivation, interactivity and the chance to practice. Emphasis on continuous PD and support from the University were said to be key to realizing the potential of AI for teaching. This study demonstrate the crucial teacher readiness and infrastructure are when it comes to getting AI technologies into place.

Research Gaps

Although studies from different areas present useful information, there is significant paucity of research into EFL teachers' perceptions in marginalized contexts such as AL- Kufra City. The majority of research indicates the need for locally appropriate training and policy structures to empower teachers to respond appropriately in AI-mediated educational scenarios (Khattak et al., 2025; Munni & Rafique, 2025) teachers have a positive attitude towards The literature shows that in the whole, EFL

As AL-Kufra Cityto provide the basis for context-based approaches to implement AI in EFL teaching. self-mode referent processes. More context specific studies are needed, especially from areas such by pragmatic and ethical considerations. However, a successful integration relies on continuous training and support from the university, as well as AI tools, harnessed

Methodology

Design

Quantitative and qualitative data from semi-structured interview Methods This was a mixed-method descriptive study based on.

Data Analysis

Quantitative data were analyzed using descriptive statistics and qualitative data were analyzed through thematic analysis to identify key perception patterns.

Findings

Background Information

All respondents were from AL-Kufra **city in Libya**

Gender

Table 1 Gender Distribution of Participants (N = 18)

Gender	N	%
Female	17	94
Male	1	5

Teaching Experience

Table 2 Years of Teaching Experience

Years of Experience	N	%
1–5 years	11	61
5–10 years	3	16
11–15 years	3	16
More than 15 years	1	5

Institution Type

Table 3 Institution Type

Institution Type	N	%
University	13	72
School	3	16
Private center	2	11

Section B: Perceptions of AI in Teaching

Familiarity with AI Tools

Table 4 Familiarity With AI Tools

Response	n	%
Strongly agree	10	55
Agree	4	22
Neutral	3	16
Disagree	1	5

AI Tools Improving Students' English Skills

Table 5 Perception of AI Tools in Improving Students' English Skills

Response	n	%
Strongly agree	9	44
Agree	8	50
Neutral	1	5

AI Supporting Lesson Planning and Assessment

Table 6 AI Supporting Lesson Planning and Assessment

Response	N	%
Strongly agree	10	55
Agree	5	27
Neutral	2	11
Disagree	1	5

Confidence in Using AI Tools

Table 7Confidence in Using AI Tools

Response	N	%
Strongly agree	6	33
Agree	5	27
Neutral	4	22
Disagree	3	16

Concerns About Student Misuse of AI

Teachers expressed high concern about potential misuse (e.g., plagiarism, dependency). Both "strongly agree" and "agree" received equal responses (38 % $n = 7$ each).

Table 8 Concerns About Student Misuse of AI

Response	N	%
Strongly agree	7	38
Agree	7	38
Neutral	2	11
Strongly disagree	1	5
Disagree	1	5

Challenges of Using AI Tools in EFL Teaching

Table 9 : Challenges of Using AI Tools in EFL Teaching

Response	n	%
Strongly agree	4	22
Agree	4	22
Neutral	4	22
Disagree	6	33

Interest in Training on AI Tools

Table 10 Interest in Training on AI Tools

Response	n	%
Strongly agree	12	66
Agree	3	16
Neutral	3	16

Section C: Open-Ended Questions of the interview (Themes)

Needed Training and Support

Common themes

Respondents. guidelines for AI use. Traditional methods of teaching foreign languages also needed to be reorganized, according to other These were: practical workshops on lesson planning, creating worksheets and classroom activities; training in AI tools (such as ChatGPT, Grammarly and translation apps); technical support and access to reliable internet; clear ethical

Familiarity with AI Tools

On AI tools every day and some have never used AI. get ideas, where as Grammarly is commonly used in correcting grammar. Some teachers are newcomers to AI, others rely differences in teachers' familiarity with AI tools. "Many use ChatGPT for writing help, explanations of how to do things and to There were

Use of AI in English Classes

However, reported that they had not taught using AIs so fa use cases were creating tests with ChatGPT, preparing lectures and presentations, practicing writing and speaking, grammar checks with Grammarly, elucidating on vocabulary. Some teachers, they used AI applications in different classroom tasks. Frequent Teachers stated that

Perceived Benefits of AI

Reading and speaking; saving teachers time on planning/ correcting and allowing more personalized learning; helping students to correct themselves in an efficient manner the use of AI in ELT. These were: giving students grammar and writing feedback immediately, improving their writing, There were various advantages teachers have perceived from

Challenges and Concerns

AI or plagiarism, a wrong response from AI once in a while, high subscription fee and ethical issues revolving around data privac English. These barriers were connected with poor internet access, insufficient devices and training at home, students' over-reliance on Several issues and concerns were reported by teachers when using AI tools in teaching.

Can AI Replace Teachers?

Most teachers agreed that AI tools can assist but cannot replace human teachers. They emphasized that teachers provide emotional support, motivation, cultural understanding, and human interaction, while AI lacks empathy and the full capacity for classroom management.

Discussion

The results obtained from this research provide valuable information on the perception and utilization of AI tools among EFL teachers in Al-Kufra city. According to demographic factors, it is clear that most respondents were female teachers, as seen in Table 1, and most were teaching for a period ranging from one to five years, as indicated in Table 2. Notably, these demographic factors mirror the rising number of young teachers joining the Libyan teaching profession and might be an interpretation for their relatively openness attitude toward adopting new technologies, as cited by Almashrgy and Alburki (2024). The fact that most participants were working in university institutions might have had an impact on their exploitation of AI tools due to an increased use of technologies at university institutions.

Nevertheless, based on the information reflected in table 4, it is clear that teachers are very familiar with AI technologies. A considerable percentage of respondents have knowledge about AI tools, such as ChatGPT and Grammarly, as 55 percent agree and 22 percent agree. This reflects prevailing global tendencies toward incorporating AI effectively and seamlessly into foreign language learning. Participants believe that these tools are very useful for improving students' knowledge in English as 94 percent agree or strongly agree that AI helps with foreign language learning. Findings are consistent with research conducted by Khattak et al. (2025), Zinddin (2024), and Ozkan et al. (2024), suggesting that AI-supported writing tools improve accuracy and accuracy rate, and develop vocabulary and autonomy. Refer to table 5.

As shown in Table 6, teachers perceive AI as an efficient learning aid. A large percentage of teachers strongly supported the notion that AI helps with lesson planning and testing, as suggested by some research conducted by Zhou & Hou (2025), Hazaymeh et al. (2024), and Kristiawau et al. (2024). Nonetheless, confidence levels with regards to AI usage varied. Although about a third supported that they were confident about using AI, there were some who were not sure about it.

Teacher reservations took center stage among the findings. Many teachers were worried about the misuse of AI by students, particularly plagiarism and leaning on AI-generated writing (Table 8). Findings were also marked by challenges that included internet connectivity, device availability, and a lack of training. Notable among these were the challenges posed by the digital divide that affects innovation within educational setups in rural Libyan society.

Despite these factors, interest in AI training remained fairly high as 66% firmly agreed that they would like more training. The teachers asked for hands-on sessions on using AI for teaching and learning activities. Also, they wanted guidelines on ethics, internet access, and physical infrastructure. It shows that teachers appreciate AI but need some support from an institution so they can use AI effectively and correctly (Table 10).

The open-ended responses further illustrate how teachers currently use AI. Many reported using ChatGPT for generating exam questions, correcting grammar, preparing lessons and creating presentations. Others used Grammarly for proofreading or translation tools for vocabulary support. These applications show that AI is already playing a central role in instructional preparation and writing support. Teachers also noted several key benefits: immediate feedback, improved writing clarity, personalized learning, and increased student engagement. These findings align with international research showing that AI can enhance both teaching efficiency and learning outcomes.

However, the challenges identified-weak internet, inconsistent training, subscription costs and occasional inaccuracies-reflect the limitations of implementing AI in under-resourced regions. Teachers also expressed strong agreement that AI cannot replace human educators. They emphasized the irreplaceable role of teachers in providing emotional

support, cultural awareness and individualized attention. This perspective aligns with current educational research asserting by Ozkan et al,2024 that AI is a supplement, not a substitute, for human teaching.

In summary, the findings show that EFL teachers in Kufra have a generally positive perception of AI tools and recognize their value in enhancing teaching and learning. Nevertheless, the results highlight the need for targeted training, infrastructure development and clear institutional guidelines to support effective, ethical, and sustainable use of AI in education. These insights may help policymakers, universities and training centers design professional development programs tailored to the needs of Libyan educators.

Conclusion

This study explored EFL teachers' perceptions and use of AI tools in Kufra, Libya. Results indicate that teachers generally view AI positively, recognizing its potential to enhance students' English skills, lesson planning and assessment. Most participants were familiar with tools such as ChatGPT and Grammarly and emphasized benefits such as immediate feedback, personalized learning and increased engagement. However, challenges such as limited training, poor internet access, lack of devices, concerns about plagiarism, and over-reliance by students were noted. Teachers overwhelmingly agreed that AI can assist but not replace human instruction, emphasizing the importance of emotional support, creativity and human interaction in teaching.

Recommendations

Professional Development: Organize practical workshops on integrating AI tools into lesson planning, assessment, and classroom activities.

1. **Technical Support:** Provide reliable internet access and sufficient digital devices in schools and universities.
2. **Ethical Guidelines:** Establish clear policies on responsible AI use to prevent plagiarism and over-dependence.
3. **Ongoing Support:** Offer continuous technical and pedagogical guidance to ensure effective AI integration.

By implementing these measures, educators in Kufra can maximize the benefits of AI tools while maintaining high-quality, ethical, and student-centered teaching practices

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