Libyan University Instructors' Perspective On Using AI Applications in English as A Foreign Language Teaching

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ABSTRACT

The rapid evolution of Artificial Intelligence (AI) has significantly transformed the landscape of English as a Foreign Language (EFL) education. This research paper explores EFL instructors' perspectives on the integration of AI applications in EFL classrooms in the department of English – faculty of arts and languages at the University of Tripoli. A quantitative approach was used, and data was gathered from a survey of 49 EFL instructors in the department of English – faculty of arts and languages at the University of Tripoli. The research's findings indicated that instructors are generally optimistic about the acceptance and adoption of AI applications in language instruction and they believe that their usage could contribute to language learning, but they have some reservations though. Moreover, they positively valued the benefits of using AI applications in classrooms for improving the teaching process. The results also revealed that the years of teaching experience had a significant impact on the means of EFL instructors' perspectives towards the benefits of utilizing AI apps in EFL classrooms. The results indicated that there were no significant differences in perceptions towards challenges of using AI apps.

Keywords: Artificial Intelligence AI, Applications, EFL Instructors, Language Learning

الملخص

شهد مجال تعليم اللغة الإنجليزية كلغة أجنبية (EFL) تحولًا ملحوظًا نتيجة التطور السريع في تقنيات الذكاء الاصطناعي (AI)، مما أتاح فرصًا جديدة لتحسين عمليتي التعليم والتعلم. تهدف هذه الدراسة إلى استكشاف آراء مدرّسي اللغة الإنجليزية حول دمج تطبيقات الذكاء الاصطناعي في الفصول الدراسية بقسم اللغة الإنجليزية –كلية الآداب واللغات– جامعة طرابلس. وقد تم اعتماد المنهج الكمي من خلال استبيان شمل 49 مدرسًا. أظهرت النتائج أن المدرسين يمتلكون اتجاهات إيجابية عمومًا نحو استخدام الذكاء الاصطناعي في تعليم اللغة، حيث يدركون دوره في تعزيز تعلم اللغة وتحسين العملية التعليمية، مع وجود بعض التحفظات. كما بينت النتائج أن سنوات الخبرة التدريسية تؤثر في تصورات المدرسين

حول فوائد استخدام هذه التطبيقات، في حين لم تُسجل فروق ذات دلالة إحصائية فيما يتعلق بالتحديات المرتبطة باستخدامها.

الكلمات المفتاحية: الذكاء الاصطناعي، التطبيقات، مدرسو اللغة الإنجليزية كلغة أجنبية، تعلم اللغات

Introduction

The integration of Artificial Intelligence (AI) in education has moved from a futuristic concept to a daily reality for many educators worldwide. In the field of English as a Foreign Language (EFL), AI applications are increasingly being adopted to enhance instructional practices and support student learning (H. M. Wardat, M. A. Al-Shlool, and A. A. Al-Sarayreh,2025). The emergence of generative AI, particularly large language models like ChatGPT, has accelerated this trend, offering new possibilities for language acquisition and teaching efficiency (S. A. Alraddadi,2025; A. Mohamed, 2023)

EFL instructors are at the forefront of this technological shift, and their perspectives are crucial for understanding how these tools are being utilized and the impact they have on the pedagogical landscape (B. Dinçer and Ş. G. Dinçer, 2024). While AI offers innovative tools to support second language pedagogies, it also introduces significant fears and needs that must be addressed (H. Taqi, 2024). This paper investigates the nuanced views of EFL instructors regarding the benefits and challenges of AI integration, providing insights into common practices, frequently used tools, and the overarching concerns that shape their attitudes toward technology.

The primary objective of this study is to synthesize current research on EFL instructors' perspectives, focusing on the dual nature of AI as both an opportunity for enhancement and a source of risk. By examining the existing body of evidence, the paper aims to provide a comprehensive overview of the current state of AI in EFL teaching and offer recommendations for future practice and professional development.

Literature Review

Literature on AI in EFL education has expanded rapidly, with a diversity of geographic contexts and pedagogical focuses. Recent studies have explored teacher perceptions in different regions, including Jordan (H. M.

Wardat, M. A. Al-Shlool, and A. A. Al-Sarayreh, 2025; W. H. Hazaymeh, 2024), Iran (M. Parviz,2024),Kuwait (H. Taqi, 2025), Saudi Arabia (S. A. Alraddadi,2025; S. S. Mudawy, 2024), Algeria (H. Benaicha and S. Ghouar, 2024), and Kazakhstan (B. Dilzhan, 2024). Across these contexts, a recurring theme is the positive attitude instructors generally hold toward AI's potential to improve language teaching and learning(S. A. Alraddadi,2025; A. Mohamed, 2023;H. Benaicha and S. Ghouar, 2024).

EFL instructors recognize AI as a valuable "classroom partner" that can enhance material quality and save preparation time (H. M. Wardat, M. A. Al-Shlool, and A. A. Al-Sarayreh, 2025). For instance, Wardat et al. (2025) found that instructors use generative AI tools like ChatGPT and ChatPDF to streamline lesson preparation and improve student engagement. Similarly, Hazaymeh et al.(2024) reported that instructors highly value AI for providing personalized feedback and adaptive learning experiences, with an overall mean score of 4.10 for these benefits.

The role of generative AI, particularly ChatGPT, is a focal point in recent research. It is appreciated for its ability to generate rapid lesson ideas, reduce workload, and develop students' writing and vocabulary through immediate feedback (B. Dilzhan, 2024; M. Gutai and L. S. Tancik, 2024). However, the literature also highlights a "double-edged sword" effect (M. Parviz, 2024). While AI fosters collaboration and efficiency, it also raises concerns about sociolinguistic nuances, data bases, and the potential to stifle creativity and academic integrity (M. Parviz, 2024); A. Derakhshan, J. J. Lee, and J. M. S. Hsu, 2024).

AI Applications in EFL Contexts

Recent studies have highlighted various AI applications employed in EFL teaching. Widiati et al. (2023) demonstrated how tools like ChatGPT positively influence the content and organization of students' writing, reflecting a growing recognition of AI's potential to enhance writing skills. Similarly, Kostka and Toncelli (2023) explored the implications of ChatGPT in English Language Teaching (ELT), revealing both its benefits and challenges, indicating a general acceptance among educators regarding AI integration.

The integration of AI tools is not limited to writing; it extends to enhancing pedagogical practices through automated writing evaluation systems and adaptive learning systems. For instance, Tseng and Lin (2024) showcased

how GPT-3.5 improves writing proficiency,, emphasizing the importance of frameworks like TPACK for effective AI integration. Such findings underscore the versatility of AI applications in EFL contexts, offering a breadth of opportunities for language instruction.

Furthermore, Jiang(2022) investigated how AI supports the teaching and learning of English as a Foreign Language. This study aims to provide a concise yet complete overview of AI in the context of English as a Foreign Language by summarizing and identifying the six major applications of AI: automatic evaluation systems, neural machine translation tools, intelligent tutoring systems, AI chatbots, intelligent virtual environments, and affective computing in ITSs.

Similarly, Abalkheel (2021) examined the challenges faced by Saudi EFL instructors and offered recommendations for adapting teaching practices while maintaining learners' cognitive and psychological well-being. The study also explored whether artificial intelligence could play a transformative role in enhancing the efficiency and quality of education in Saudi Arabia.

Despite the availability of technology-driven platforms and applications, the findings indicated that EFL teachers continued to face numerous challenges, including insufficient training, limited competence, restricted access to resources, weak technological infrastructure, inadequate technical support, low motivation, and difficulties in addressing students with learning deficits. In this context, artificial intelligence has the potential to bridge these gaps and provide effective solutions to some of these persistent challenges.

EFL Instructors' Attitudes and Perceptions

EFL instructors display a range of attitudes towards AI integration, characterized by optimism tempered with caution. Derakhshan and Ghiasvand (2024) identified a nuanced perception of ChatGPT among EFL teachers, who recognized its potential to enhance learner autonomy while expressing concerns about creativity and academic integrity. This mixed attitude aligns with findings from Hockly (2023), who emphasized the need for educators to balance the innovative potential of AI with ethical considerations.

Studies also emphasize the importance of professional development in shaping instructors' readiness to adopt AI tools. Al-Abdullatif (2024)

highlighted the role of AI literacy in fostering confidence among educators, indicating that targeted professional development initiatives are vital for successful AI integration. The collective findings suggest that while EFL instructors are generally open to AI applications, there is a pressing need for ongoing support and training to navigate the complexities of AI technologies.

Challenges and Barriers to AI Implementation

The integration of AI in EFL teaching is not without challenges. The studies reviewed indicate several barriers to effective implementation, including a lack of digital literacy among instructors and concerns about over-reliance on AI tools (Chen & Gong, 2025). The need for critical evaluation of digital tools is essential, as highlighted by Akayoğlu et al. (2020), which underscores the importance of equipping educators with the skills necessary for effective AI utilization.

Additionally, instructors must navigate the complexities of AI technologies, which can pose challenges in maintaining a balance between leveraging AI benefits and ensuring a human-centric approach to teaching. The findings by Slamet (2024) emphasized the need for pedagogical support and user-friendly interfaces to facilitate successful AI integration, further illustrating the barriers that may hinder effective implementation.

In conclusion, the literature reveal show AI has a good effect on English instruction in EFL classrooms. Applications of AI have been found to enhance language acquisition in general and to boost student motivation and language proficiency (Hazaymeh,(2024); S. S. Mudawy, 2024). The integration of AI presents significant pedagogical opportunities, yet it requires careful navigation of ethical dimensions and ongoing professional development to ensure effective and responsible use. Future research is essential for addressing the knowledge gaps identified and furthering our understanding of AI's transformative potential in EFL education. One gap is the limited focus on the perspectives of teachers and students on the effectiveness of AI in EFL teaching and learning. This is particularly important, as teachers and students are the primary users of AI applications in the EFL classroom, and their views can provide valuable insights into the benefits and challenges of using AI in EFL teaching and learning.

This study fills a significant research gap because no prior research has looked at the use of AI tools in the EFL classroom to help language learning in Libya. To address this gap, this study aims to examine the benefits and challenges of using AI applications in the EFL classroom in Libya. By examining these features, the study aims to provide useful insights into the possibilities of AI applications for improving the quality and efficacy of EFL classrooms, as well as to contribute to our understanding of the function of AI in the EFL teaching and learning process.

Objectives of the Study

The purpose of this study is to identify and assess the benefits and challenges of using AI applications in EFL classes and provide informative findings and suggestions for teachers working with students at all levels.

Research Questions

The study was guided by the following research questions:

Q1. What perspectives do EFL instructors have on the benefits of using AI applications in the EFL classroom in the department of English – faculty of arts and languages at the University of Tripoli?

Q2. What perspectives do EFL instructors have on the challenges of using AI applications in the EFL classroom in the department of English – faculty of arts and languages at the University of Tripoli?

Q3. Are there any statistically significant differences ($\alpha = 0.05$) in the EFL instructors' perceptions of the benefits of using AI applications in the EFL classroom due to teaching experience?

Research Design

This study employs descriptive research approach, which aims to analyze the opinions of EFL instructors working in the EFL classroom in the department of English – faculty of arts and languages at the University of Tripoli on the effectiveness of AI applications in the EFL classroom. The methodology used in this study as well as the steps taken to arrive at the results are represented in Figure 1.

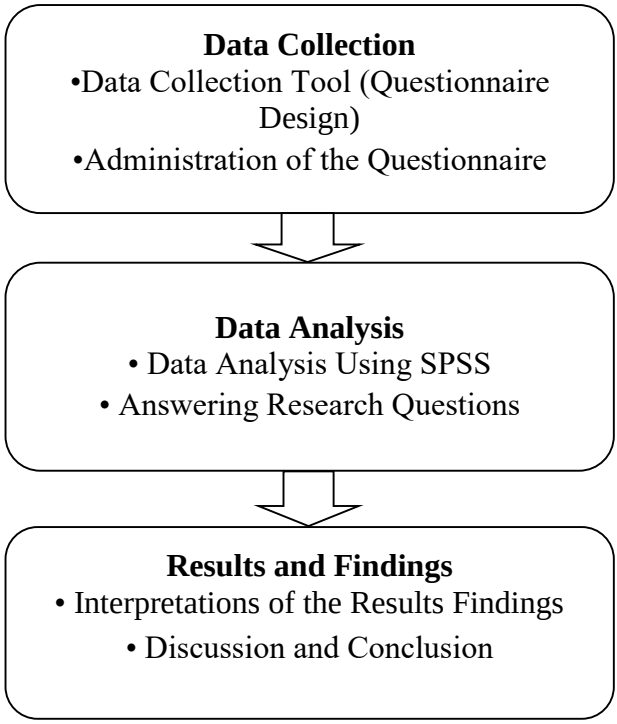


Figure 1. Research Methodology Flowchart

The study employed the survey method so as to enable the researcher to establish the opinions of EFL instructors in the department of English on the effectiveness of AI applications in the EFL classroom. The quantitative technique was employed through the use of the questionnaires to the EFL instructors.

Polland (1998) explained survey as a method of gathering information on peoples' attitudes, behaviors, beliefs in a systematic way, the survey study is said to be successful if the peoples' responses are close and reflect the reality; how they really think and act. Furthermore, Navarro-Rivera and Kosmin (2013) reveal several advantages of using survey design; 1) surveys have internal and external validity; 2) surveys are efficient; 3) can cover geographically dispersed populations; 4) surveys may have ethical benefits; 5) surveys are customized.

Participants

Shukla (2020) states that population is made up of all the units that have the variable characteristic under study and to which the research findings can be applied Therefore, the Participants in this research are EFL instructors in the Department of English, Faculty of Arts and Languages at the University of Tripoli. A total of 49 EFL instructors, 46 males (16) and females (30) EFL instructors completed the questionnaire.

Table 1. Participants' Information

Variable	Categories	N	Percentage
Gender	Male	10	20.8
	Female	38	79.2
	Total	49	100
Teaching Experience	Less Than 5 Years	5	10.2
	6-10 Years	12	24.5
	More Than 11 Years	32	65.3
	Total	49	100

Data Collecting Techniques

Instrument

Creswell (2012) interprets an instrument as a tool for measuring, monitoring, or documenting quantitative data. Questionnaires are used as data collecting tools by researcher because the data researcher wish to collect is about the EFL instructors' perspectives on the effectiveness of AI applications in the EFL classroom.

Questionnaire

Consulting previous studies and the theoretical framework related to the subject, the study relied on a questionnaire with three sections: the first section consisted of demographic data. The second section covered EFL instructors' perspectives on the benefits of using AI apps in the classrooms, with total of (23) items divided into three domains: "Personalized

Feedback, Practice, and Adaptive Learning" (6 items), "Improve English Language Acquisition" (8 items) and "Increase Engagement, Motivation, Teaching Efficiency) (9 items).The third section which covered EFL instructors' perspectives on the challenges of using AI apps in the classrooms, with total of (5) items. The questionnaire consists of 28 Likert-scale items (5-point scale): strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

Data Analysis Technique

The questionnaire was administered via Google Forms to save time and distributed to a large number of participants. The questionnaire was administered to all EFL instructors in the department of English. The data gathered from the Google form will be analyzed using descriptive statistics such as frequencies, mean scores and correlation.

This study uses the following step-by-step methodology for data analysis:

1. The researcher carries out the literature review about opinions of EFL instructors on the effectiveness of AI applications in the EFL classroom, establishes a conceptual framework and uses it to design a data collection instrument to collect the data.
2. Questionnaire consists of 28 Likert-scale items (5-point scale), adapted from Wafa A. Hazaymeh et al. (2024)
3. The researcher imports the questionnaire to Google Form for the distribution and data collection.
4. Questionnaire link is shared to the EFL instructors in the department of English – faculty of arts and languages at the University of Tripoli.
5. The researcher analyzes the data using Microsoft Excel and SPSS to measure EFL instructors on the effectiveness of AI applications in the EFL classroom.
6. The researcher interprets the data.

Results and Discussion

In response to the study's first question, "What perspectives do EFL teachers have on the benefits of using AI applications in the EFL classroom?", and based on Table 2, the items were arranged as indicated

in Table 4, which displays the items that assess the degree of relevance of the benefits and challenges of using AI applications in the EFL classroom as well as the means, standard deviations, and level (order of importance) for all domains.

To answer the study's first question, "What perspectives do EFL teachers have on the benefits of using AI applications in the EFL classroom?", the items were arranged as shown in Table 2, which displays the items that assess the degree of relevance of the benefits and challenges of using AI applications in the EFL classroom, as well as the means, standard deviations, and level for all dimension.

Table 2. EFL Instructors' Perceptions of AI Applications' Benefits in the EFL Classroom

Rank	Dimension	No. of Items	Mean	SD	Level
1	Increase Engagement, Motivation, Teaching Efficiency	9	4.28	0.57	Very High
2	Improve Language Acquisition	8	4.18	0.62	High
3	Personalized Feedback, Practice, and Adaptive Learning	6	4.2	0.71	High
	Overall score	23	4.16	0.60	High

EFL instructors showed an overall high perception of AI applications in the EFL classroom (M = 4.10, SD = 0.60). The highest-rated dimension was Increasing Engagement, Motivation, and Teaching Efficiency (M = 4.28, SD = 0.57), indicating a very high level of agreement. Whereas Improving Language Acquisition was also rated highly (M = 4.18, SD = 0.62), followed by Personalized Feedback and Adaptive Learning (M = 4.02, SD = 0.71).

Personalized Feedback, Practice, and Adaptive Learning Dimension

The average of " Personalized Feedback, Practice, and Adaptive Learning " is presented in the Table below:

Table 3. EFL Instructors' Perceptions of Personalized Feedback, Practice, and Adaptive Learning

Rank	Item	Mean	SD	Level
1	Item 4 (Individualized learning)	4.22	0.80	Very High
2	Item 5 (Instant feedback)	4.10	0.85	High
3	Item 2 (Assessment integration)	4.05	0.84	High
4	Item 1 (Tailored feedback)	3.98	0.89	High
5	Item 3 (AI provides real-time feedback)	4.02	0.91	High
	Overall scores	4.18	0.62	

The dimension Personalized Feedback, Practice, and Adaptive Learning ' received the third among the benefits of AI applications in EFL classrooms (M = 4.18, SD = 0.62), as indicated in Table 3, and the overall score was generally high (4.18). The item with the highest mean, item (4), stated that "AI-based language learning applications can provide individualized learning experiences and adjust to students' needs and levels of proficiency," at (4.22), and item (1), which states that " AI-based language learning applications can provide instant feedback on students' language performance, helping them to identify areas that need improvement," scored the lowest at (3.98).

While ' Personalized Feedback, Practice, and Adaptive Learning' dimension obtained a mean of (M = 4.02, SD = 0.71), this dimension indicates a high level of agreement, though ranked third. It includes beliefs about: tailored feedback, real-time responses, adaptive learning systems and reliability of AI feedback.

Improving Language Acquisition Dimension

The average of "Improving Language Acquisition" is presented in the Table below:

Table 4. EFL Instructors' Perceptions of Improving Language Acquisition

Rank	Item	Mean	SD	Level
6	Item 10 (Vocabulary & grammar)	4.30	0.72	Very High
7	Item 11 (Pronunciation)	4.25	0.75	Very High
8	Item 14 (Speaking skills)	4.22	0.79	Very High
9	Item 12 (Reading & writing)	4.18	0.77	High
10	Item 7 (Overall ability)	4.15	0.82	High
11	Item 13 (Listening skills)	4.12	0.83	High
12	Item 8 (Daily activities)	4.05	0.88	High
13	Item 9 (Situational learning)	3.95	0.93	High
14	Item 6 (Reliability concern – reversed)	3.74	1.02	High
	Overall scores	4.25	0.58	

The results revealed that the "Improving Language Acquisition Dimension " dimension was the second most beneficial AI application in EFL classrooms. Table 4 presents the results, which indicate that the means varied between 3.74 and 4.30. The item with the highest mean, item 10, stated that " AI-based language learning applications can significantly improve students' vocabulary and grammar knowledge" at 4.30, and item 6 scored the lowest at 3.74. This suggests that language learning apps powered by AI can effectively enhance language acquisition in EFL courses. Instructors believe AI applications improve: vocabulary and grammar, pronunciation, speaking, listening, reading, and writing skills and overall communicative competence.

Increasing Engagement, Motivation, and Teaching Efficiency Dimension

The average of "Increasing Engagement, Motivation, and Teaching Efficiency" is presented in the Table 5 below:

Table 5. EFL Instructors' Perceptions of Increasing Engagement, Motivation, and Teaching Efficiency

Rank	Item	Mean	SD	Level
15	Item 23 (Automating grading/tasks)	4.45	0.59	Very High
16	Item 15 (Flexibility & accessibility)	4.40	0.65	Very High
17	Item 22 (Teaching efficiency)	4.35	0.63	Very High
18	Item 20 (Progress insights)	4.32	0.67	Very High
19	Item 18 (Save time)	4.30	0.68	Very High
20	Item 16 (Motivation)	4.28	0.70	Very High
21	Item 21 (Strengths & weaknesses)	4.28	0.69	Very High
22	Item 17 (interactive learning)	4.21	0.72	Very High
23	Item 19 (engaging and fun)	4.18	0.75	High
	Overall scores	4.32	0.55	

The results revealed that " Increasing Engagement, Motivation, and Teaching Efficiency dimension " was the top-ranked dimension for AI application benefits in EFL classrooms. The item (23) with the highest mean, stated that " AI applications can save teachers time by automating repetitive tasks and grading," at 4.45, and item (19), "AI applications can make language learning more engaging and fun through the use of games and interactive activities" ranked last with an average of (4.18). It is noticeable that Table 5 shows that every item was at a high level, and the total score was generally high. This suggests that instructors strongly believe AI applications: enhance student engagement and motivation, raise student interest, provide interactive learning experiences, save teachers time, improve instructional decision-making and offer data-driven insights.

To answer the second question of the study which is:"What perspectives do EFL teachers have on the challenges of using AI applications in the

EFL classroom?", the means and standard deviations of the participants' replies have been calculated in table 6 below:

Table 6. EFL Instructors' Perceptions of the Challenges of Using AI Applications in The EFL Classroom

Rank	Item	Mean	SD	Level
24	Item 24 (Technical issues)	3.90	0.92	High
25	Item 25 (Cost barriers)	3.85	0.95	High
26	Item 26 (Limited content)	3.60	0.98	Moderate
27	Item 28 (Cultural awareness)	3.50	1.00	Moderate
28	Item 27 (Reduced interaction)	3.40	1.05	Moderate
	Overall scores	3.65	0.75	

The results show that the average of the challenges associated with using AI applications in EFL classrooms was 3.65. The highest ranking item, item 24, was "AI applications may not have enough content to meet the needs of all students," with an average of 3.90, while item 27, " AI applications can limit opportunities for students interaction and face-to-face communication in the language learning process," scored the lowest average of 3.40. Instructors moderately agree that: technical issues exist, financial constraints may limit adoption, AI may lack cultural awareness. Although instructors demonstrate positive attitudes overall, moderate concerns exist regarding infrastructure and costs. These barriers could limit effective AI integration despite favorable perceptions. Interestingly, concerns about reduced human interaction were relatively lower, suggesting instructors do not see AI as replacing teachers but rather complementing them.

To answer the third question of the study which is: Are there statistically significant differences in instructors' perceptions based on teaching experience?, means and standard deviations of the instructors' scores were calculated according to their teaching experience, as in the Table 7.

Table 7. EFL Instructors' Perceptions of the Benefits of AI Applications Due Teaching Experience

Teaching Experience	Mean	SD
Less than 5 years	4.05	0.60
6-10 years	4.12	0.55
More than 11 years	4.25	0.58

The results show that teaching experience does not significantly affect perceptions. Instructors with more than 11 years of teaching experience show slightly higher positive perceptions.

Moreover, one-way ANOVA tests were performed in order to ascertain whether the differences were static. The hypotheses was:

Ho: No significant differences between groups
Ha: Significant differences exist

ANOVA Output (SPSS): *F= 2.41, P=0.098*

Since: *p=0.098>0.05p → Fail to reject Ho*

Thus, there are no statistically significant differences in instructors' perceptions based on teaching experience. Although senior instructors (more than 11 years) show slightly higher mean scores, differences are not statistically significant. This suggests that positive perceptions of AI are consistent across experience levels**.** This may indicate that AI adoption is not limited to younger or less experienced teachers; rather, it is broadly accepted.

To conclude, the findings of the study reveals that EFL instructors have highly positive perceptions of AI applications. The overall instrument mean (M = 4.16, SD = 0.60) ,as shown in table 2, indicates a high positive perception of AI applications in EFL classrooms. The results show that EFL instructors consider AI is most valued for increasing engagement, enhancing motivation and improving teaching efficiency.

Conclusion

The findings indicate that EFL instructors hold highly positive perceptions toward the integration of AI applications in the EFL classroom. While moderate concerns exist regarding implementation challenges, instructors across all experience levels demonstrate consistent acceptance of AI technologies. Moreover, Teaching experience does not significantly affect perceptions, suggesting broad institutional readiness for AI adoption. The following conclude the main points of the finding of the study:

- AI is strongly valued for increasing engagement and teaching efficiency. These findings align with previous studies that links the perceptions of Libyan instructors with the results of similar studies from other countries (Álvarez-Herrero, 2024; Ahmed, Bhinder, Tariq et al., 2022; Al Hadithy, Al Lawati, Al-Zadjali, & Al Sinawi, 2023; Al-Qerem, Eberhardt, Jarab et al, 2022; Asmatahasin, Pratap et al., 2021; Baigi, Sarbaz, Ghaddaripouri, et al. 2023; Chounta, Bardone, Raudsep, & Pedaste, 2021; Doumat, Daher, Ghanem, & Khater, 2022; Fernandes, Bafna, Patel, & Parmar, 2022; Keleş & Aydın, 2021; Pinto Dos Santos, Giese, Brodehl et al., 2019; Teng, Singla, Yau et al., 2022; van Hoek, Huber, Leichtle et al., 2019).

- AI is perceived as highly effective for improving language acquisition. This result aligns with the findings of Jiang, 2022; Zou et al., 2023, which revealed the importance of AI to support the teaching and learning of English as a Foreign Language.

- Some concerns remain regarding technical and financial barriers. These results are consistent with Abalkheel(2021) study on the contribution of AI to improving the efficacy and quality of education; yet, EFL teachers continued to encounter several challenges.

- Teaching experience does not significantly influence perceptions.

Recommendations

In summary, these findings show that EFL instructors are quite enthusiastic about the implementation of AI tools in language learning, while they do have some concerns. The current situation may be linked to the fact that they have been astonished by the recent advancements in AI technologies but that they do not yet have sufficient knowledge and expertise in its use. Therefore, professional development programs could be organized to train and prepare teachers to AI integration (Lee & Perret, 2022). Also, developing guidelines for ethical and responsible AI use is very important. Finally, Conduct further research with larger samples and additional variables (gender, academic rank, AI training).

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