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**Investigating Students' Attitudes Towards Using
Artificial Intelligence in Learning English**
**Students of English at the University of Ghardaia as a
case study**

**Dissertation submitted to the University of Ghardaia for
obtaining the Master's degree in Didactics.**

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Dedication

Firstly, I would thank Allah for the guidance and strength he gave me to complete this work.

I dedicate this work to my beloved mother and father, who have always provided me with their support and blessed prayers. Your belief in me has been the light that guided my way. Your sacrifices and strength gave me the courage to keep going, even in my hardest moments.

To my dear brothers Lazhar, Yacine, Madjid, and Mehdi, who have been the shoulders I relied on.

To my precious friend Fairouz, your kindness and loyal friendship have meant the world to me. I am truly blessed to have had you by my side.

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Abstract

This research aims to investigate university students' attitudes towards the use of Artificial Intelligence (AI) tools in English language learning. With the rise of new technologies in education, AI is becoming an important part of language learning by offering tools that help students improve their skills in reading, speaking, listening, and writing. This research employed a mixed-method approach to explore student's perceptions, experiences and challenges in using AI for learning English. Quantitative and qualitative data were collected using structured questionnaires distributed to 90 students of English across various academic levels (L1, L2, L3, M1, M2) at the University of Ghardaia, and analyzed using descriptive statistics and thematic analysis. The results indicated that the majority of students' have a positive view of AI tools and believe that they can support language development and improve their skills. The study's valuable insights highlighted the need to incorporate technological materials, such as AI tools, into the curriculum. This would allow students to practice and improve not only their core language skills but also other important abilities such as critical thinking and problem solving. Therefore, educators are encouraged to take advantage of these technologies and integrate them into the classroom as effective teaching materials, bringing the outside world into the learning environment.

Keywords: Artificial Intelligence, attitudes, EFL learners.

List of abbreviations

AI: Artificial Intelligence

AIED: AI-powered education

ALM: Audio-Lingual Method

CAI: Computer-Assisted Instruction

CALL: Computer-Assisted Language Learning

CBDT: Computer-Based Diagnostic Test

EFL: English as a foreign language

Gen AI : generative AI

IES: Intelligent Educational Systems (IES)

MALL: Mobile-Assisted Language Learning

MLT: Mathematical Learning Theory

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GENERAL INRODUCTION

General introduction

Today, technology is becoming more and more important in education all around the world, notably with the advent of Artificial Intelligence (AI), which is changing the way students learn and teachers teach. In learning English, AI tools are now assisting students to practice and enhance their skills in different ways, such as through translation apps, chatbots, and writing assistants.

AI-based applications such as chatbots, grammar checkers, speech recognition tools, and personalized learning platforms offer learners new ways to practice and improve their vocabulary, pronunciation, writing, listening, and even speaking skills. These tools are available anytime and anywhere, making learning more flexible and engaging. In particular, university students are increasingly exposed to these technologies and are often encouraged to use them in their language development journey.

However, while AI offers many benefits, its actual impact largely depends on students' attitudes, motivation, and willingness or readiness to adopt it as a learning tool. Some students may find AI tools helpful and motivational, while others may see them as confusing or ineffective without teacher guidance. Therefore, understanding students' perceptions is essential to understanding how these technologies are received and applied in real educational contexts.

Statement of the problem

Artificial Intelligence (AI) is becoming an integral part of language learning, offering tools that help students practice and enhance their English skills. Applications like Duolingo, Grammarly, and AI chatbots provide immediate feedback, personalized lessons, and adaptive learning experiences. These tools make language learning more accessible and interactive. However, despite the growing integration of AI into educational contexts, many students continue to face challenges when using such tools. Issues such as limited internet access, concerns about data privacy, lack of human interaction, and unfamiliarity with advanced technologies may hinder the effectiveness of AI-assisted learning. These factors raise questions about how students perceive the use of AI in their language learning journey. Therefore, this study seeks to investigate

the attitudes of learners towards using AI to facilitate their learning process and identify its challenges and benefits.

Research questions

This study aims to answer the following questions.

- 1) What are students' attitudes towards using AI tools for learning English?
- 2) What AI tools do they use and for what purposes?
- 3) What are the challenges that students face while using AI?

Research hypotheses

To address these research questions, the research hypotheses the following:

- Students may have positive attitudes towards using AI tools for learning English.
- The most commonly used AI tools among students may be ChatGPT, Deepseek, Gemini, Grammarly, and Duolingo
- Students may use AI for the purpose of enhancing their vocabulary, speaking, and writing assignments, and for correcting their grammar mistakes
- The main challenges students may face while using AI tools include over-reliance, lack of human interaction, and technical issues.

Research Objectives

This research aims:

- To explore students' perceptions and attitudes regarding the use of artificial intelligence in learning English, focusing on challenges, and perceived lack of human interaction
- To find out the most used AI tools among students of English, and their purposes
- To address the challenges students face in using these AI tools

Research Methodology

This research aims to investigate university students' attitudes toward using AI tools to enhance their English language learning. A mixed-method approach was used to collect data. Qualitative and quantitative data were collected via a structured questionnaire administered to 90 university students across various academic levels (L1, L2, L3, M1, M2) at the University of Ghardaia. Participants were selected conveniently. The questionnaire focused on students' attitudes towards integrating AI tools into their learning practices, the specific purposes for which they use AI tools, and the challenges they face when using AI tools.

Rationale

The rationale behind this topic is to investigate the attitudes and perceptions of EFL learners towards integrating Artificial Intelligence (AI) tools into their English language learning practices or journey. Therefore, it aims to explore the potential benefits and challenges of incorporating AI-powered applications and technologies into the language learning process, as well as identify any obstacles that students may have towards adopting this technology. This research also aims to encourage the use of modern technology to support independent learning and improve English skills in more effective ways.

Structure of the dissertation

The dissertation is divided into two parts: the theoretical part and the practical part. The theoretical part outlines the significance of technology and the historical development of technology in language teaching and learning. It also discusses the definition of artificial intelligence, its benefits and challenges in education. The practical part of the dissertation focuses on the analysis of the data obtained from the questionnaire administered to students, as well as the discussion of the results.

Limitations of the research

This research is limited by the following:

- The research addressed only a sample of students of English at the University of Ghardaia, therefore, the results obtained are limited to the sample and cannot be generalized to all students of English across Algeria.
- The time factor prevented the conduction of the research on a larger population.

CHAPTER ONE : LITERATURE REVIEW

Introduction

The use of AI technologies has impacted our daily lives slowly , especially through the use of smartphones and their features, i.e voice assistants. These technologies have significantly transformed the way people communicate and conduct daily life activities such as entertainment, teaching, and learning, as well as many other things, with devices such as computers, tablets, or even mobile phones. now play an essential role in facilitating human interaction and information access in both personal and educational contexts.

Wartman and Combs (2018), as cited in Al-Abdullatif (2021), describe Artificial Intelligence (AI) as the ability of machines to replicate human thinking and behavior. It reflects continuous efforts to design computerized systems capable of imitating cognitive functions such as reasoning and decision-making.

In the 21st century, technology has become an essential tool in education, transforming the methods used to teach and learn languages. As global communication demands increase, educators increasingly rely on digital innovations from mobile applications to artificial intelligence (AI) to improve language acquisition and personalize instruction.

Artificial intelligence contributes to language learning and is the main tool for enhancing language skills by providing a wide range of help, such as research, assignments, or vocabulary.

This chapter explores the role of technology in language learning, its significance, tracing its historical development, and analyzing current trends. It also focuses on the definition of artificial intelligence, and its benefits and challenges in education.

1.1 Definition of technology

In both our personal and professional lives, technology in general is becoming more and more significant. According to the Merriam-Webster dictionary, Technology is” the practical application of knowledge, especially in a particular area” (Merriam-Webster, n.d). This highlights the functional role of technology in applying knowledge to real-world problems, including in educational settings.

Volti (2009), as cited in Carroll (2017) stated that technology is “a system created by humans that uses knowledge and organization to produce objects and techniques for the attainment of specific goals”(p. 6) . Therefore, technology is not just about tools or devices it’s a well-organized system designed to achieve specific goals. In other words, technology is structured and has a purpose.

Mascus (2003), as cited in Wahab, Adebisi, and Abatunde (2012), defined technology as “the information necessary to achieve a certain production outcome from a particular means of combining or processing selected inputs, which include production processes, intra-firm organizational structures, management techniques, and means of finance, marketing methods, or any of their combination” (p. 2). In other words, technology is a systematic combination of processes and tools used to achieve specific goals.

According to İşman (2012), technology refers to the practical application of knowledge in a specific field and serves as a means of accomplishing tasks through technical processes, methods, or expertise. Its use extends beyond machines and instruments to include structured interactions between humans, technology, and the surrounding environment.

He describes Technology that it is the practical application of knowledge in a specific field and serves as a means of accomplishing tasks through technical processes, methods, or expertise, and it is not limited to tools or machines.

From the definitions mentioned above, we can say that technology is considered a body of knowledge used to develop tools and skills, as well as the fusion of scientific content and methodology to achieve a goal or address an issue.

1.2 Use of technology in language learning

The integration of technology has become a crucial aspect of the learning process both inside and outside the classroom. It serves as an effective tool for learners, making it an essential component of language acquisition. To enhance English language learning, various technological tools are utilized, including English language learning websites, Computer-Assisted Language Learning (CALL) applications, presentation software, electronic dictionaries, chat and email messaging systems, CD players, and

instructional video clips. According to Nomass (2013),(as cited in Beratkhi & Ouled Sidi Omar, 2024, p.11)

Furthermore, Tomlinson (2009) and Genç İter (2015), as cited in Ahmadi (2012), state that computer-based activities offer learners quick access to information and appropriate learning materials. They also emphasize that internet resources motivate learners to engage more in the learning process. Additionally, Larsen-Freeman and Anderson (2011),as cited in the same source,support the view that technology enhances teaching by providing valuable resources and bringing the learning experience into the learners' world. By incorporating technology, educators can offer authentic materials that inspire and motivate students in language learning.

1.3 Significance of technology in language teaching and learning

In the modern era, technology has become essential to education, reshaping traditional teaching and learning methods.

Technology enhanced language learning provides several benefits and opportunities for teachers and learners. It offers authentic language materials, interactive activities, and multimedia resources to help learners acquire and improve their language skills.(Nurmala et al., 2023)

Rost (2002, p.1),as cited in (Aysu, 2020, p. 88) highlights the importance of technology in language classrooms, stating that “using technology gives students real opportunities to learn more effectively, increases the enjoyment of language learning, improves students' ability to become better language learners, and makes our teaching more enjoyable and rewarding.” This supports the integration of technological tools in language education, showing how technology not only enhances students' motivation but also enriches the overall learning experience for both learners and teachers. Similarly, according to Kook (1997 as cited in Gilakjani, 2017, p. 98), technology has a significant impact on teaching and learning, and teachers' responsibilities are going to change as well.

Technology offers learners access to authentic materials and opportunities to hear native speakers, which is especially valuable in environments where language exposure is limited to the classroom. This is further emphasized by Linse (2005, p. 199), as cited

in Aysu, 2020, p. 88), who notes that students “are probably delighted at all of the resources that they can access via the internet.”

Technology plays a vital role in enhancing the language learning process by providing learners with access to a wide range of educational resources. Technology offers learners a diverse range of educational resources, including articles, videos, e-books, and interactive platforms. It also provides access to up-to-date materials that reflect real-world language use, such as news, blogs, and social media, while ensuring flexibility in learning anytime and anywhere. According to Bull and Ma (2001), technology provides language learners with unlimited access to diverse learning resources, enhancing their educational experience. (as cited in Ahmadi, 2018, p.116)

Furthermore, Technology provides greater access to many different kinds of language learning materials. The internet provides students with easy access to language-specific materials, including articles, videos, and e-books. This allows for further investigation and enrichment in learning. Of course. Technology enhances language learning by providing access to rich content.(Marzuki, 2023, p. 2)

As Ybarra and Green (2003), as cited in Nomass, 2013, p. 111) state that language learners should practice listening, reading, speaking, and writing skills to improve their abilities.

Research across various fields has consistently shown that technology has a positive impact on education by enhancing teaching methods and expanding learners' knowledge (Frigaard, 2002; Pourhosein Gilakjani & Sabouri, 2014; Schofield & Davidson, 2003; Timucin, 2006),as cited in (Gilakjani, 2017, p. 96). It empowers learners to take control of their own learning process while also providing access to additional information beyond their teachers' direct guidance (Pourhosein Gilakjani & Sabouri, 2014), as cited in (Gilakjani, 2017, p. 96)

To sum up, technology plays a crucial role in enhancing language teaching and learning by providing authentic materials, interactive tools, and flexible learning opportunities, fostering independent language acquisition, making the process more effective and accessible.

1.4. Historical development of technology in language teaching and learning

The historical development of technology in language teaching and learning has evolved significantly, influenced by various technological advancements from the printing press to modern digital tools.

1.4.1 Traditional Methods (Pre-20th Century)

Before the 20th century, language instruction was primarily based on traditional methods that relied on rote memorization, written texts, and face-to-face instruction. The Grammar-Translation Method (G-T) was the dominant approach in language teaching. G-T emphasized an effective understanding of the target language's grammar and text translation. Learning involved memorizing vocabulary lists and grammatical paradigms. (Hilgendorf, 2018, p.2).

In contrast, the Direct Method (DM), developed in the late 19th century, focused on oral communication through immersion, prioritizing listening comprehension and inductive grammar teaching. (Adamson, 2004, p. 607; Neuner, 2007, p. 228) as cited in (Hilgendorf 2018, p.3) This approach emphasized learning the language directly through context and usage, without relying on translation.

1.4.2 Audio-Based Learning (1940s–1950s)

During the early to mid-20th century, significant developments in both linguistics and educational psychology shaped new approaches to language teaching. Influenced by the structural linguistics of Ferdinand de Saussure, language began to be viewed as a systematic structure of forms, with a growing emphasis on spoken rather than written language. In North America, this focus was intensified by the documentation of Indigenous languages, highlighting the importance of oral communication.

At the same time, behaviorist theories of learning, notably those proposed by B.F. Skinner framed language acquisition as a process of habit formation through stimulus and response. This theoretical foundation laid the groundwork for the Audio-Lingual Method (ALM), which gained prominence in the 1940s and 1950s.

ALM placed particular focus on recurring patterns in language, prioritizing phonological and morphological structures, as well as oral skills development. Inspired by the natural order of first language acquisition, this method emphasized progression from listening and speaking to reading and writing. Classroom instruction relied heavily on memorized dialogues and repetitive pattern drills, based on the belief that frequent practice and repetition would help people maintain their language skills and speak more fluently. (Omaggio, 1986, as cited in Hilgendorf, 2018)

1.4.3 Television and Film in Language Instruction (1950s–1970s)

The integration of television, films, and video into language education during the mid-20th century marked a significant shift in instructional methods. Originally viewed as a natural progression from radio-based teaching, television introduced new visual dimensions that reshaped how languages were taught. As described by Shmarak and Dostal (1965), as cited in Salaberry, 2001). television teaching was conceptualized as a collaborative model involving three main components: the on-camera teacher, the technical team, and the classroom teacher with students. The classroom teacher played a crucial role in translating televised lessons into engaging, follow-up activities that stimulated enthusiasm and active learning among students.

Gottschalk (1965), as cited in Salaberry, 2001) emphasized the pedagogical value of visual content in reinforcing abstract ideas conveyed during lectures. Similarly, Lottmann (1961), as cited in Salaberry, 2001, p.41) proposed practical strategies for incorporating filmstrips into language lessons, such as pre-viewing discussions, focused observation, and the use of transcripts to support comprehension. These methods were designed to enhance comprehension and encourage deeper engagement with language content. Later on, (Swaffar and Vlatten 1997), as cited in Salaberry, 2001) introduced a five-stage instructional model using video, beginning with silent viewing to reduce cognitive load, to active student production through role-plays and discussions. These stages aimed to enhance both linguistic and cultural understanding

Although video offered clear benefits including exposure to authentic speech, diverse dialects, and cultural contexts scholars such as Garrett (1991), as cited in Salaberry, 2001) and Herron (1994), as cited in Salaberry, 2001) raised concerns about the limited empirical support and underuse of video materials by teachers. Nevertheless,

empirical studies by Hanley et al. 1995, as cited in Salaberry, 2001) demonstrated that using video as a dynamic visual advance organizer especially when combined with text or images significantly improved learners' comprehension and retention.

Additionally, Borrás and Lafayette (1994), as cited in Salaberry, 2001) found that subtitles helped learners make quicker associations between spoken and written forms, enhancing oral communication skills. Overall, this period established audiovisual media as a powerful and multifaceted resource in second language teaching, setting the stage for future innovations in educational technology.

1.4.4. Computer-Assisted Language Learning (CALL) (1980s–1990s)

The development of Computer-Assisted Language Learning (CALL) has evolved gradually over several decades. In the early 1950s, computers were first introduced in education under the term Computer-Assisted Instruction (CAI), but not specifically for language learning. In this regard, Boyle and Smith (1976, as cited in Mirani et al., 2019) developed a Computer-Based Diagnostic Test (CBDT) for the French language. Later, Richard Atkinson of Stanford University used computer programs to support his Mathematical Learning Theory (MLT), which laid foundational principles for CALL (Chappelle, 1983, as cited in Mirani et al., 2019).

According to Warschauer (1998, as cited in Mirani et al., 2019), CALL has progressed through three main phases: Behaviorist CALL, Communicative CALL, and Interactive CALL. Each phase reflects changes in language learning theory and the capabilities of available technology

Computer technology has become essential in education, particularly for foreign language instruction and study. It is called Computer-Assisted Language Learning (CALL). (Mirani et al., 2019, p.1)

CALL provides effective learning and teaching methods, including audio-video, cognitive, and communicative approaches. CALL enhances students' cognitive and communication capacities more effectively than traditional learning methods.

Levy (1997) and Mirani et al. (2019) stated that CALL refers to the use of computer applications for language learning and research, meaning that computers play a direct role in the language learning process.

1.4.5 Mobile-Assisted Language Learning (MALL)

Mobile-Assisted Language Learning (MALL) is an instructional approach that utilizes mobile devices to enhance and support language acquisition. In this study, the term MALL is also used to encompass Mobile Learning (M-Learning). The emergence of mobile technologies has led to the development of a distinct field of research that merges language education with digital tools, commonly referred to as Mobile-Assisted Language Learning (Beatty, 2003; Colpaert, 2004, as cited in AbuSa'aleek, 2014).

The concept of MALL was formally introduced by Chinnery (2006), who highlighted the pedagogical potential of mobile devices in language learning environments (as cited in Arvanitis & Krystalli, 2021). However, the integration of mobile technologies into foreign language instruction can be traced back as early as 1994 (Burston, 2013, as cited in Arvanitis & Krystalli, 2021), indicating that the practical application of mobile tools in education predates the formal terminology.

The advantages of MALL identified in the literature are significant. It allows learners to design their learning frameworks choosing when, where, and how they access educational content. This flexibility fosters independent, self-directed, and autonomous learning (Burston, 2013, as cited in Arvanitis & Krystalli, 2021). In addition, the use of mobile devices has been shown to boost student motivation by supporting non-traditional and more engaging methods of instruction (Kukulska-Hulme, 2009; Karsenti et al., 2013, as cited in Arvanitis & Krystalli, 2021).

1.5 Advantages and disadvantages of educational technology

In contemporary educational settings, technology has become an essential component of teaching and learning, offering various tools to enhance instruction and student engagement. The integration of educational technology, particularly in language learning, has transformed traditional pedagogical methods, allowing for more interactive and personalized learning experiences. However, while technology provides

significant benefits, it also presents certain challenges that educators and learners must navigate.

One of the primary advantages of educational technology is its ability to enhance language acquisition and skill development. According to Lai and Kritsonis (2006), as cited in Beratkhi & Ouled Sidi Omar, 2024)technology fosters linguistic growth by facilitating self-instruction, increasing motivation, and providing access to diverse communicative and interactive activities. Moreover, the use of digital tools allows students to engage with authentic language materials, there by improving their comprehension and retention of new concepts.

Additionally, technology promotes flexibility and accessibility in learning. According to Mouza (2008) and Sabzian, Pourhossein Gilakjani, and Sodouri (2013), as cited in Ahmed,(2018).using technology in language lessons can improve teacher learner interaction. Allowing students to assist with teaching could increase their confidence. Learners can reinforce their prior learned viewpoints and skills. Learners can assist professors with technology integration since they have had enough time to grasp technology while teachers focus on leading instruction.

Furthermore, technology enhances engagement and collaboration in the classroom. As Rodinadze and Zarbazoia (2012) found that technology facilitates learning and teaching by providing quick access to course materials. Technology advancements play a crucial role in training learners to use their knowledge in many fields and find employment in the global workforce. Technology is a valuable educational tool that enhances learning outcomes.(as cited in Ahmed,2018). And According to different scholars, one of the benefits of using technology is increased student motivation (Dunken 1990, as cited in Riasati et al., 2012), since fun and games are introduced into the classroom (Lee, 2000).

Despite its numerous benefits, educational technology also comes with challenges. One significant drawback is the technological divide and accessibility issues. Not all students have equal access to digital devices and internet connectivity, which may create disparities in learning opportunities (Kruse, 2001b, as cited in O'Donoghue et al., 2004; as cited in Beratkhi & Ouled Sidi Omar, 2024).This digital gap may affect the

efficiency of technology-enhanced education, particularly for pupils from underserved communities.

Another challenge is the time and effort required for teachers to adapt to technological advancements. As Abunowara (2016), as cited in Beratkhi & Ouled Sidi Omar, (2024) identifies challenges faced by teachers in integrating technology within the EFL classroom, including the significant time and effort needed to obtain authentic materials, master new technologies and set to changing software systems. The process of integrating technology effectively into lesson plans requires additional training and professional development, which may not always be readily available.

1.6 Artificial Intelligence in Education

The use of artificial intelligence (AI) into the field of education has resulted in significant transformations in teaching and learning techniques. As AI technologies growth, they are being increasingly adopted in educational systems around the world. Additionally AI is reshaping the way learners interact with content and how educators deliver instruction. The following sections provide a deeper understanding of AI, beginning with a definition of AI .

1.6.1 Definition of artificial intelligence

Artificial intelligence (AI) involves modeling human thought and developing computer systems that behave like humans, or perform cognitive tasks such as learning automatically from programmed data and information.

Recently, one of the prominent technologies is Artificial Intelligence (AI). “It is a broad field that is used in many disciplines such as computer science, statistics, linguistics, psychology, and decision science” Ghareeb,(2020), as cited in Azebchikh & Boussaid, 2024, p.78).AI is not confined to a single area; it is utilized across various disciplines such as computer science and psychology.

According Fitria(2021) Artificial intelligence, or AI, is a subfield of computer science that enables machines, such as computers, to perform tasks as effectively as human .
(p.135)

According to Luckin and Holmes (2016), Artificial Intelligence refers to computer systems designed to replicate human-like behavior by demonstrating intelligent actions, such as analyzing information and making improved decisions, aimed at achieving specific objectives (as cited in Dissanayake et al., 2023).

Moreover, as described by Popenici and Kerr (2017), artificial intelligence can be understood as an automated system designed to replicate human cognitive abilities, such as reasoning, and to perform tasks that typically involve human interaction, including engaging in spoken communication (as cited in Azebchikh & Boussaid, 2024)

Artificial intelligence is generally defined as technology that enables machines to simulate human intelligence and behavior. Most definitions focus on how AI is designed to copy human behavior and mimic cognitive functions to support or enhance human performance.

1.6.2 Place of artificial intelligence in the teaching/ learning process

Artificial intelligence plays a pivotal role in modern education by revolutionizing traditional teaching and learning methods. In the past, intelligent machines, as one manifestation of artificial intelligence, have redefined the roles of schools, teachers, and learners.

AI significantly impacts various aspects of education, including teaching and learning. AI-powered tools enhance students' learning experiences by personalizing instruction and providing immediate feedback across all grade levels (Khalil, 2024, p.5)

One of AI's most significant applications in education is personalized learning, where AI technology enables students to access services like personal assistants. Tools such as Duolingo, Grammarly, DeepL, and ChatGPT demonstrate AI's potential in academia by enhancing grammar, refining sentence structure, and reducing plagiarism, particularly benefiting non-native English speakers (Liang, 2024, as cited in Sarwari, 2024). These applications provide customized learning pathways tailored to different proficiency levels, boosting motivation and improving focus.

In addition, platforms powered by artificial intelligence evaluate learners' abilities and areas for improvement, customizing instructional materials to suit each student's specific requirements (Holmes et al., 2019 as cited in Sarwari, 2024).

Intelligent tutoring systems powered by AI provide personalized support and flexible learning pathways by analyzing each learner's unique needs and modifying instruction accordingly. These systems also foster independent learning, and in some cases, may serve as substitutes for traditional teaching methods (Kamuka, 2015 as cited in Sarwari, 2024).

Additionally, AI-powered education (AIEd) "offers the possibility of learning that is more personalised, flexible, inclusive, and engaging. It can provide teachers and learners with the tools that allow us to respond not only to what is being learnt, but also to how it is being learnt, and how the student feels. It can help learners develop the knowledge and skills that employers are seeking, and it can help teachers create more sophisticated learning environments than would otherwise be possible. For example, AIEd that can enable collaborative learning, a difficult task for one teacher to do alone, by making sure that the right group is formed for the task-at-hand, or by providing targeted support at just the right time" (Luckin et al., 2016, p.11, as cited in Pokrivčáková, 2019, p. 137)..

1.7 Benefits of AI in education

The integration of Artificial Intelligence (AI) in education has various benefits:

1.7.1 Effective teaching and learning

According to Sarwari (2024), recent advancements in AI technology have opened up opportunities for effective learning by providing new methodologies that facilitate flexible learning at any time and place. AI tools, such as generative AI (GenAI), play a crucial role in assisting students, particularly non-native English speakers, in brainstorming and refining their writing through platforms like ChatGPT (Atlas, 2023; Bhatt & Muduli, 2023, as cited in Sarwari, 2024). Additionally, AI-driven image-generation tools, such as DALL-E and Stable Diffusion, support teaching artistic and technical concepts in fields like arts and design. Furthermore, AI assists scholars in research-related activities by synthesizing vast amounts of information and

summarizing complex data, thereby streamlining the research process and improving academic writing (Chan & Hu, 2023; Mohamed et al., 2022, cited in Sarwari, 2024).

1.7.2 Precise feedback and evaluation

AI-powered assessment tools facilitate automated grading, which reduces the workload of educators while ensuring both accuracy and efficiency (Sumakul et al., 2022; Tapalova & Zhiyenbayeva, 2022, cited in Sarwari, 2024). These technologies assess students' responses, offer personalized feedback, and recommend tailored study plans to enhance learning efficiency. Adaptive learning systems analyze student performance and adjust instructional content accordingly, contributing to a more effective and individualized learning experience (Owan et al., 2023; Vistorte et al., 2024, cited in Sarwari, 2024). Furthermore, AI algorithms assist in evaluating language proficiency by dynamically adjusting test content based on learners' responses, resulting in more accurate skill assessments (Sallam et al., 2023; Zaman, 2024, cited in Sarwari, 2024).

1.7.3 Personalized learning

AI enhances personalized learning experiences by adapting educational content to students' unique needs and abilities. Intelligent Educational Systems (IES) create customized learning paths based on students' progress and interests, reducing boredom and increasing engagement (Alam, 2021; Boudia & Bengueddach, 2024, as cited in Sarwari, 2024). These systems ensure that students receive relevant and motivating educational content, fostering a more interactive and effective learning environment (Harry & Sayudin, 2023; Popgeorgiev et al., 2023, as cited in Sarwari, 2024).

According to Kessler (2018), various AI-based language learning applications utilize algorithms to monitor learners' development and personalize educational content according to their capabilities and needs. This personalization enhances both the engagement and effectiveness of the learning process by aligning the material with learners' preferred styles and learning pace (as cited in Font de la Vall & González Araya, 2023, pp.75-71).

1.8 Challenges of AI in education

While artificial intelligence (AI) has introduced numerous advantages in education, its implementation also presents several challenges. These challenges range from ethical concerns to technological limitations, raising critical questions about the role of AI in teaching and learning. According to De La Vall and Araya (2023), as cited in Azebchikh and Boussaid (2024) there are many challenges of AI tools:

1.8.1 Loss of creativity

One of the major disadvantages of AI in education is the overreliance on AI tools. Which could limit face-to-face interactions and negatively influence learners' social and communication skills (Dugošija, 2024, p.278). Overreliance on AI tools may reduce students' ability to think creatively or develop original ideas. AI tools currently lack the capacity for distinctive writing styles and deep critical thinking. Since the humanities emphasize originality and intellectual development, instruction in this field should prioritize nurturing students' creativity and enhancing their critical thinking skills (Knox & Wang, 2022; Liang, 2024; Mikalef & Gupta, 2021. as cited in Sarwari, 2024)

1.8.2 Lack of human interaction

AI lacks emotional intelligence, which can lead to user frustration. Many learners value real-time interaction and empathy provided by human instructors, elements that AI currently cannot replicate (Baidoo-Anu & Ansah, 2023; Liu, 2023; Chukwuere, 2024, as cited in Sarwari, 2024) The absence of human connection may negatively affect students' learning experience. Additionally, Azebchikh & Boussaid (2024) stated that Most artificial intelligence applications lack human interaction, which may be difficult for learners who want a more active experience while learning. (p.21)

1.8.3 Harmful content and dissemination of false information

AI possesses risks related to the dissemination of false information and harmful content. While AI systems are designed to provide accurate information, they are not infallible and may sometimes generate misleading or incorrect content (Johnson & Verdicchio, 2017; Livberber & Ayyaz, 2023, as cited in Sarwari,

2024). The rapid development of AI-generated materials has made it increasingly difficult to distinguish between credible information and fabricated content. Inaccuracies and misinformation can significantly impact students' learning, making it essential for educators and learners to critically evaluate AI-generated content before relying on it (Walczak & Cellary, 2023, as cited in Sarwari, 2024).

1.8.4 Limited Ability to Recognize Errors

An AI-powered language learning application may not detect or fix faults as accurately as human teachers. As a result, learners may develop bad habits or repeat mistakes without receiving sufficient correction. (Azebchikh & Boussaid, 2024, p.22)

1.8.5 Data privacy and security

The use of AI-powered platforms often involves collecting and analyzing large amounts of student data, which raises concerns about data protection and privacy (Baidoo-Anu & Ansah, 2023, as cited in Sarwari, 2024). Unauthorized access to personal information or the misuse of data by AI companies could lead to ethical and legal complications. Therefore, educational institutions need to establish strict data protection policies and ensure that AI tools comply with privacy regulations.

Conclusion

In conclusion, technology and artificial intelligence (AI) have revolutionized education by introducing innovative tools and methodologies that support learners and educators. Artificial intelligence, in particular, has played a transformative role in modern education by offering personalized learning experiences, automating assessments, and facilitating interactive language acquisition. Moreover, AI-enabled testing tools offer more accurate and efficient assessment methods, improving the overall quality of English language education. As AI continues to evolve, its role in education is expected to grow, transforming the learning experience and enhancing learner proficiency and engagement.

It is important to note that AI is not a replacement for human teachers; rather, it serves as a powerful tool that enhances language learning when used effectively. By leveraging AI appropriately, educators can create more inclusive, engaging, and efficient learning environments, ensuring that English learners take advantage of the latest advancements in educational technology. The following chapter will focus on the practical investigation of learners' attitudes toward using artificial intelligence and how it enhances their English skills.

CHAPTER TWO : RESEARCH METHODOLOGY

Introduction

This chapter aims to investigate the attitudes of students of English towards using AI tools to learn English. It describes the research methodology, research sample, data collection methods, and the data analysis.

2.1 Research Methodology

This research employed a mixed-method approach to collect qualitative and quantitative data via a structured questionnaire (composed of open-ended and closed-ended questions) administered to 90 students of English across various academic levels (L1, L2, L3, M1, M2) at the University of Ghardaia. The participants were selected conveniently. The questionnaire focused on students' attitudes towards integrating AI tools into their learning practices, the specific purposes for which they use AI tools, and the challenges they face when using AI tools. The quantitative data obtained was analyzed using descriptive statistics (percentage) while the qualitative data was analyzed thematically.

2.2.1. Description of students' questionnaire

The questionnaire were distributed to students of English at the Department of English of Ghardaia University. It consisted of fourteen (14) questions, composed of closed-ended questions that required students to choose the appropriate answer from multiple options, and open-ended questions that allowed students to express their ideas freely. The questionnaire included general information about the students, the importance of AI in enhancing English learning, and the attitudes of students towards technology in general. Its purpose was to evaluate the students' familiarity with AI and their experiences using AI-powered educational tools. The questionnaire aimed to identify the benefits and challenges associated with the use of AI among students.

2.3. Data analysis

2.3.1. Questionnaire results analysis

Question 01: What is your gender?

This question aims to identify the number of students from each gender.

Table 2.1: Students' gender

Options	Students	Percentage
Female	73	81%
Male	17	19 %
Total	100	100%

Regarding the students' gender in the table 2.1 , the analysis reveals that 81% of the participants are female, whereas 19% are male. This indicates a higher representation of female students in the sample compared to males.

Question 02: Year of study?

This question attempts to gather general information about the level.

Table 2.2: Students' year of study

Year	Number
L1	15
L2	15
L3	20
M1	21
M2	19
Total	90

This table2.2 shows the representation from both undergraduate and master's levels. Participants were distributed across various academic levels: L1 (15 students), L2 (15), L3 (20), M1 (21), and M2 (19). This offers insights into how students' perceptions of AI tools evolve.

Question 03: Can AI tools be helpful in learning English?

This question is designed to determine whether the students use AI tools for learning English or not. The results obtained are shown in the table below.

Table 2.3 Effectiveness of AI for Learning English

Options	Numbers	Percentage
Agree	88	98 %

Disagree	1	1%
No answer	1	1%
Total	90	100%

According to the table (2.3) above, the majority of the students (88 out of 90) agreed that AI tools can help in learning English, while only one student (1%) disagreed, and one provided no answer. These results show the high awareness among students regarding the effectiveness of these tools in the educational process and how these AI tools can support language acquisition or learning.

Question 04: Have you used AI tools to learn English?

The goal is to assess students' use of AI tools in English learning.

Table 2.4 Use of AI Tools for English Learning

Options	Students number	Percentage
Yes	87	97%
No	3	3%
Total	90	100%

The table 2.4 indicates that most students (97%) reported using AI tools for English language learning. And only three students (3%) indicated they had not used such tools. This high usage rate reflects widespread exposure and possibly increasing reliance on AI among students in their learning.

Question 05: If yes, which AI tools have you used?

This question aims to identify the specific AI tools that students have utilized, providing insight into the popularity and reach of various applications.

Table 2.5 Types of AI tools to learn English by students.

Options	Students number	Percentage
Chat GPT	73	55%
Deep seek	10	8%
Quillbot	6	4%
Grammarly	21	16%
Duolingo	14	11%

Others	8	6%
Total	132	100 %

The above table 2.5 demonstrates that 132 of the students cited a wide range of AI tools, among the tools used, ChatGPT(55%) being the most commonly used tool, followed by Grammarly at 16% and Duolingo at 11%. Meanwhile, tools like Deepseek and Quillbot were used less frequently (8% and 4% respectively). And (8%) of some students mentioned various other tools. Like reading tools, watching shows, co-pilot, cake, Elsa speaking, Gemini, and Wlingua), indicating that learners use various applications based on their specific learning needs. Therefore, students use different types of artificial intelligence according to their interests and learning needs. This highlights the importance of the content that incites students to use AI significantly.

Question 06: How often do you use AI tools for English learning?

This question aims to determine the frequency of AI usage among the students by requiring them to select an answer out of five options.

Table 2.6 Frequency of AI tools Usage

OPTIONS	Students number	Percentage
Never	2	2%
Rarely	8	9%
Sometimes	48	53%
Often	22	25 %
Always	10	11%
Total	90	100 %

Table 2.6 reveals that out of 90 respondents, 53% indicated that they use AI tools sometimes to learn English, while 25% reported that they often use AI tools, and 11% always use them. In contrast, a minority of students stated that they rarely use these tools (9%) or never use them at all (2%). These findings suggest that the majority of the students, to some extent, tend to use AI tools to improve their learning skills. Which is a positive sign in developing education

Question 07: I trust the accuracy of AI tools for English learning.

This question aims to evaluate students' confidence in the reliability and accuracy generated by AI.

Table 2.7 Trust in AI Accuracy

Options	Number of students	Percentage
Agree	48	53%
Strongly agree	6	7%
Neutral	30	33%
Disagree	5	6%
Strongly disagree	1	1%
Total	90	100%

The responses in the table 2.7 show that forty-eight learners (53%) agree about their confidence in the accuracy of artificial intelligence tools, and 7% expressed strong agreement. On the other hand, there were 33% neutrals. And 6% disagree, and only one person (1%) strongly disagrees. These results show that there is general acceptance with some reservations.

Question 08: I prefer using AI tools over traditional methods

This question is designed to determine whether students prefer the traditional method or using AI tools

Table 2.8: Preference for AI Tools over Traditional Methods

Options	Students number	Percentage
Agree	56	62%
Disagree	33	37 %
No answer	1	1%
Total	90	100 %

We asked this question to know if they prefer the traditional method for learning or prefer using AI to improve their education. Table 2.8 shows that 62% students expressed a preference for AI tools over traditional methods such as textbooks and classroom learning, while 37% students disagreed that they preferred traditional methods, and one participant refrained from answering. This result indicates that many learners see AI as a more efficient and engaging alternative to traditional teaching

methods. However, the notable number of dissenting voices shows that traditional methods still hold value for a considerable portion of the student body.

Question 09: For what purposes do you use AI tools in your English language learning?

This question aims to identify the specific aspects of English learning and where students find AI most beneficial. The results are presented in the table below.

Table 2.9 Purposes of Using AI Tools

Options	number of students	Percentage
Grammar correction	44	19%
Research	45	18%
Vocabulary building	33	13%
Listening practice	25	10%
Writing assignment	45	18%
Speaking practice	32	13%
Reading comprehension	18	7%
Other	5	2
Total	245	100%

The data collected from this question indicates that students reported using AI tools for a wide range of learning activities. The table 2.9 show that The most common purposes included research 18% , writing assignments 18%, and grammar correction 19%. Other popular uses included vocabulary building 13%, speaking practice 13%, listening 10%, and reading comprehension 7%. These results reveal that students engage with AI not only for surface level assistance but also for comprehensive skill development. Moreover, additional responses such as translation, developing writing, and saving time suggest that learners find personalized, functional value in these tools.

Question 10: What are the main benefits of using AI tools for learning English?

This open-ended question aims to gather information about students' opinions about the benefits they experience when utilizing AI tools. The findings revealed that students highlighted various advantages associated with the integration of AI in language learning.

A common benefit reported was the enhancement of language skills, including writing, speaking, reading, and listening, particularly in vocabulary building and grammar correction. Many participants emphasized that AI tools help them expand their vocabulary through intelligent suggestions and improve their writing and speaking skills by providing real-time feedback. For instance, several students noted that AI helps them correct mistakes in pronunciation and writing, making the learning process more efficient.

Another commonly mentioned benefit was the the ability to save time. Respondents highlighted that AI allows them to learn faster and access information quickly without the need to spend excessive time searching for resources. One student pointed out that AI tools "facilitate learning and save time," enabling learners to study more effectively in a shorter period.

In addition, many students noted the easey access to the information and personalized learning experiences, where tools adapt to the learner's pace and needs. As one participant mentioned, "AI gives a specialized learning experience by offering customized lessons that meet the learner's level".Several respondents also pointed out the accessibility of AI tools, noting that they can be used anytime and anywhere, which significantly increases the flexibility of their learning schedule. One student noted, "AI is accessible 24/7, which makes it easier for me to learn whenever I have time."

Moreover, some participants mentioned that the use of AI increased their motivation and enjoyment during learning sessions, making the process less boring and more engaging. Respondents mention that AI tools kept them interested by providing interactive exercises and offering immediate feedback, which reinforced their desire to continue learning. One student noted, "It makes learning enjoyable and motivates me to keep practicing."

The findings reveal that the use of artificial intelligence in language learning offers numerous benefits, including enhanced language skills, faster learning, personalized learning, immediate feedback, and increased motivation.

Question 11: How has using AI tools impacted your motivation to learn English?

This open-ended question aimed to gather insights into how AI tools influence students' motivation to learn English. Many students indicated that AI tools made learning more accessible, enjoyable, and easier to follow. Additionally, the immediacy of feedback provided by AI tools was highlighted as a key factor that motivated learners. Moreover, several participants pointed out that AI tools boosted their confidence by offering real time corrections and personalized support, helping them overcome the fear of making mistakes. In addition, students appreciated that AI tools adapt to individual learning styles, which made their learning experiences more tailored and motivating. Some responses also mentioned that AI tools helped enhance critical thinking skills and made it easier to interact with native speakers. On the other hand, a few students reported that AI tools had a neutral or limited impact on their motivation, stating that while AI made learning easier, it did not necessarily increase their desire to learn.

The majority of respondents emphasized that AI tools generally contributed positively to students' motivation by simplifying the learning process, making it more flexible, engaging, and aligned with their personal learning needs.

Question 12: Do you feel that using AI tools has positively impacted your English language learning? If so, how?

This open-ended question aimed to collect students' reflections on whether AI tools had a positive impact on their English learning journey.

The analysis of participants' responses to the question regarding the impact of AI tools on English language learning revealed mostly positive perceptions. A considerable number of students acknowledged that the use of tools such as ChatGPT, Deepseek, Quillbot, Grammarly, and Duolingo significantly facilitated their learning by simplifying complex concepts and making English acquisition more accessible and enjoyable.

Furthermore, several respondents emphasized that AI applications helped them to expand their vocabulary, correct their grammar mistakes, and practice speaking and writing skills more confidently. Additionally, some participants suggested that AI tools provided immediate feedback, which contributed to faster improvement in both oral and written communication. Moreover, learners appreciated that AI tools offered detailed explanations and real examples, making it easier for them to understand new vocabulary

and grammar rules. Some students mentioned that these tools boosted their motivation by creating an engaging and non-boring learning environment. Others stressed that AI allowed them to practice independently without the fear of making mistakes, particularly in speaking activities. However, a few participants reported that the impact was either minimal or neutral, noting that while AI could assist with learning, it did not significantly change their overall performance. Nevertheless, most students agreed that AI tools saved time, offered personalized learning experiences, and helped them track their progress, thereby enhancing their confidence and proficiency in English.

Lastly, the integration of AI tools was seen as an effective and motivating method that supports the development of key language skills such as reading, writing, speaking, and listening.

Question 13: Do you think AI tools should be used more in language learning classes?

If yes, why

This question is designed to know students' opinions on incorporating AI tools into language learning classes

Table 2.10 students' opinions

Options	Students number	Percentage
Yes	48	53%
No	28	31%
No answer	14	16%
Total	90	100%

The majority of students (53%) answered positively opinion regarding the use of AI tools in language learning classes, affirming that such integration would be highly beneficial. Many participants stated that AI tools facilitate the learning process by making it easier, faster, and more accessible. Also, AI tools promote creativity and innovation in the classroom, making lessons more engaging through interactive and practical exercises. Some respondents noted that AI technologies help students improve their English skills quickly and effectively, surpassing the efficiency of traditional teaching methods. Additionally, AI tools help to keep the learning environment up-to-date with technological advancements, thus aligning students with modern educational

practices. Other participants stated that AI tools make the sessions more enjoyable and help learners feel more motivated and involved during lessons.

Furthermore, some students suggested that the independence AI tools offer would lead to more active learning, allowing learners to practice skills more efficiently and confidently. Participants also argued that AI tools present an effective alternative to traditional teaching methods, contributing to the enhancement of both teaching quality and student engagement.

In contrast, 31% of the students answered negatively, believing that AI should not be used in language learning classrooms. Their justifications included the preference for traditional methods, over-reliance on technology, and the belief that AI tools might not sufficiently replace human interaction or authentic communicative experiences. Furthermore, 16% of participants did not provide an answer to this question.

Question 14: What challenges do learners face when using AI-based tools?

This aims to identify potential obstacles or difficulties students face with AI tools.

The analysis of students' responses regarding the challenges they face when using AI tools reveals several obstacles. A significant number of participants emphasized the issue of inaccuracy in the information provided by AI platforms. Many students pointed out that AI tools sometimes deliver wrong, misleading, or incomplete answers, requiring users to verify the information independently. Furthermore, issues related to language complexity were highlighted, particularly for beginners. Some students found that AI tools often use robotic or overly complex language, which can make understanding difficult, especially for those who are still developing their English proficiency.

Another major challenge identified was overreliance on AI tools. Several participants noted that depending too heavily on AI can lead to reduced independent thinking skills and laziness in conducting traditional research activities, such as reading books or engaging in critical analysis. Moreover, some learners indicated that the ease of obtaining instant answers might diminish their creativity and problem-solving abilities.

Additionally, several participants stated that while AI tools can offer a large volume of information, this can be overwhelming and lead to information overload.

Some learners mentioned that AI sometimes provides brief or generalized answers, which may not sufficiently address more complex academic needs.

From the results of the analysis, we could say that while AI tools offer valuable support in language learning, they also present notable challenges related to accuracy, overreliance, language complexity, and technical limitations. Students must be guided to use AI tools critically

2.4. Discussion of the findings

The data collected from the questionnaire offers valuable insights into students' attitudes toward learning the English language using Artificial Intelligence (AI) tools. This study aimed to investigate students' perceptions of AI tools in English language learning, highlighting both the benefits and the obstacles learners face.

The findings revealed that students of English at the English Department of Ghardaia University generally hold positive perceptions of AI tools. The majority of participants indicated that applications such as ChatGPT, Grammarly, and Duolingo have significantly enhanced their English language learning experience. Most students reported using these tools for various purposes, including grammar correction, vocabulary building, writing assistance, and overall skill improvement. For example, one student noted :” I used Chat GPT for learning how to write and get more vocabulary . and it make the learning process more easier “.

Furthermore, many students emphasized that AI tools provide immediate feedback, facilitate faster learning, and help build confidence in speaking, writing, and vocabulary acquisition. like one respndent expressed :” I like that ai easy to use ,and give a fast answer and I could used it anytime and anywhere “ .Additionally, the accessibility and user-friendliness of these tools contributed to making the learning process more engaging and motivating.

However, the study also uncovered several challenges associated with the use of AI tools. Among the most frequently reported issues were concerns regarding the accuracy of the information provided, overreliance on technology, diminished critical thinking skills, and a tendency toward academic laziness. These challenges indicate that while AI offers considerable support in language learning, it is essential for students to

use such tools thoughtfully and in combination with traditional learning methods to achieve balanced development.

Conclusion

In conclusion, the main goal of this chapter was to present the overall findings of the research and provide a detailed analysis of the data collected through the student questionnaire. This chapter focused on exploring students' perspectives on the use of Artificial Intelligence (AI) tools in learning English as a foreign language (EFL), highlighting both their perceived benefits and challenges.

GENERAL CONCLUSION

General conclusion:

In the recent years, technological advancements have significantly transformed the educational landscape, introducing a wide use of digital tools into the learning environment. Among these, Artificial Intelligence (AI) tools offer students new and innovative ways to enhance their English language learning and improve their skills. These tools, such as ChatGPT, Grammarly, Deepseek, Gemini, and Duolingo, are now actively used by learners to support vocabulary development, writing improvement, grammar correction, and overall communication skills in English.

This research was conducted to explore students' attitudes towards the use of AI tools in learning English, to identify the tools they most frequently use and their purposes, and to investigate the challenges they face during this process. In addressing these aims, the study proposed the following research questions:

1. What are students' attitudes towards using AI tools for learning English?
2. What AI models do they use and for what purposes?
3. What are the challenges that students face while using AI?

To answer these questions, four hypotheses were proposed:

1. Students may generally have positive attitudes towards using AI tools for improving English skills.
2. The most commonly used AI tools among students are ChatGPT, Deepseek, Gemini, Grammarly, and Duolingo.
3. Students may use AI for the purpose of enhancing their vocabulary, speaking, and writing assignments, and for correcting their grammar mistakes
4. The main challenges students may face while using AI tools include over-reliance, lack of human interaction, and technical issues.

This research was structured into two main chapters. The first chapter provided a comprehensive review of the literature. The first part included an overview of educational technology, including different definitions, importance, historical development, and the use of technology in learning and teaching. The second part included the definition of AI and highlighted its place in the teaching and learning process.

The second chapter presented the practical part of the study, outlining the data analysis, sample population, data collection, and discussion of the findings. The chapter also provided a detailed analysis of the students' responses to the questionnaire, including both quantitative and qualitative data. The questionnaire explores the attitudes of EFL learners towards using artificial intelligence and the challenges they face while using AI.

The findings indicate that most EFL learners have positive attitudes towards using AI tools to enhance their learning process, valuing their usefulness in enhancing language skills and increasing learning efficiency. Thus, the first hypothesis is confirmed.

Regarding the second hypothesis, the data indicate that ChatGPT, Grammarly, and Duolingo were the most commonly used tools. Students mainly used these for writing assignments, grammar correction, vocabulary development, and for taking in fast information. This pattern of use supports the belief that these specific AI models are the most popular among EFL learners at Ghardaia University. Thus, the second hypothesis is also confirmed.

As for the third hypothesis, the analysis revealed that students frequently use AI tools for specific tasks such as building vocabulary, practice in speaking, grammar correction, and assistance in writing assignments. These findings confirm that AI is being used purposefully to meet core learning needs in language development. Therefore, the fourth hypothesis is also confirmed.

The fourth hypothesis proposed that learners may face obstacles when using artificial intelligence. However, the findings from the questionnaire analysis indicated that the majority of students encounter difficulties in utilizing AI. These include the accuracy and reliability of the information provided, the risk of overreliance on AI, and reduced critical thinking. In addition, some students expressed concern about ethical editing, the potential for laziness, and a lack of human interaction. Consequently, the third hypothesis is confirmed.

In conclusion, this research explored students' attitudes toward using AI in English learning. The results of this research confirmed all three proposed hypotheses.

Students perceive AI tools as beneficial resources that support their language learning, particularly when used appropriately and in combination with traditional methods. Therefore, it is recommended that AI tools be integrated thoughtfully into EFL classrooms to encourage students to balance AI assistance with traditional methods to foster independent learning and critical thinking.

Recommendation and suggestions:

Based on the findings of this study, several recommendations can be made to support the integration of Artificial Intelligence (AI) tools in English language learning. The following suggestions should be considered:

- Incorporate AI tools into the English language curriculum to enhance interactive learning experiences that support traditional instruction.
- Encourage students to use AI applications to improve their English skills, especially writing, vocabulary, and pronunciation, through regular engagement with tools like grammar checkers and speech assistants, while devoting solutions to avoiding the consequences of over-reliance on AI tools.
- Raise awareness among students about the variety of AI resources available and how to use them appropriately and critically to support their language learning goals.

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Appendix

Students' Questionnaire

Dear Student,

This questionnaire is part of an MA research project exploring the role of Artificial Intelligence (AI) tools in enhancing your English language learning experience, particularly in developing your language skills. Your honest participation is invaluable to this study. Please answer all questions to the best of your ability. All responses will remain anonymous and will be used solely for academic purposes.

Please answer the following questions:

1. Gender

- Male
- female

2. Year of study

- L1
- L2
- L3
- M1
- M2

3. AI tools can help learn English.

- ☐ Agree ☐ Disagree

4. Have you used AI tools (e.g., ChatGPT, Deepseek, Gemini, Quillbot, Grammarly, Duolingo) to learn English?

- Yes
- No

5. If yes, which AI tools have you used?

- ChatGPT

- Deepseek
- Quillbot
- Grammarly
- Duolingo
- Other (please specify): _____

6. How often do you use AI tools for English learning

- Never
- Rarely
- Sometimes
- Often
- Always

7. I trust the accuracy of AI tools for English learning.

- Agree
- Strongly agree
- Neutral
- Disagree
- Strongly disagree

8. I prefer using AI tools over traditional methods (e.g., textbooks, classroom teaching).

- Agree
- Disagree

9. For what purposes do you use AI tools in your English language learning?

- Grammar correction
- Research
- Vocabulary building
- Listening practice
- Writing assignment
- Speaking practice
- Reading comprehension
- Other (please specify): _____

.....

10. What are the main benefits of using AI tools for learning English?

.....
.....
.....

11. How has using AI tools impacted your motivation to learn English?

.....,

12. Do you feel that using AI tools (e.g., ChatGPT, Deepseek, Quillbot, Grammarly, Duolingo) has positively impacted your English language learning? If so, how?

.....
.....

13. Do you think AI TOOLS should be used more in language learning classes?

- Yes
- No

If yes,

why
.....

14. What challenges do learners face when using AI-based tools?

.....
.....
.....

time

Thank you for your

ملخص البحث

يُعد الذكاء الإصناعي من بين أبرز الابتكارات التقنية الحديثة التي بدأت تلعب دوراً مهماً في تطوير العملية التعليمية , خصوصاً في تعليم اللغة الإنجليزية كلغة أجنبية .وبالتالي يسعى متعلمو الى تحسين مهاراتهم في القراءة ,الكتابة,التحدث والإستماع من خلال إستخدام منصات وتطبيقات مختلفة . ومن بينها استخدام أدوات الذكاء الإصناعي كوسيلة لصقل مهاراتهم , حيث يمكن أن تساهم في تحسين طرق و أساليب التعلم اللغات . ويهدف هذا البحث الى استصقاء آراء طلاب اللغة الإنجليزية حول إستخدامهم الذكاء الإصطناعي في تطوير مهاراتهم اللغوية .مع التركيز على الفوائد التي يقدمها هذا النوع من التكنولوجيا , و كذا التحديات التي قد تواجه المتعلمين اثناء استخدامهم لهذه الوسائل .ولتحقيق أهداف الدراسة تم اعتماد المنهج الوصفي حيث تم إستخدام إستبيان موجه لتسعين طالباً من كلية الآداب واللغات بجامعة غرداية .حيث أظهرت النتائج أن أغلب الطلبة لديهم نظرة إيجابية تُجاه إستخدام الذكاء الإصطناعي حيث إعتبروا ان هذه الأدوات تساهم بشكل فعال في تحسين مهارات التحدث ,الكتابة وتوسيع الرصيد المعجمي بالرغم من وجود بعض العوائق في كيفية إستخدام و إستغلال هذه الوسائل .كما تشير النتائج على أهمية الذكاء الإصناعي في تعلم اللغة الانجليزية وتطوير المهارات .

الكلمات المفتاحية: الذكاء الإصطناعي, مواقف, متعلمي اللغة الإنجليزية كلغة أجنبية