
Exploring Libyan EFL Teachers' Views towards Using Artificial Intelligence Tools in Teaching English Language Translation: A Study at the Department of Translation at the Faculty of Languages within the University of Benghazi
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Abstract

It is important to understand teachers' attitudes toward the integration of AI tools in EFL contexts (Almashrgy & Alburki, 2024). This study examined the attitudes of Libyan EFL teachers at the Department of Translation at the Faculty of Languages regarding the integration of Artificial Intelligence in their teaching practices. It aimed to identify both the benefits and challenges of implementing AI in English language teaching. A total of 23 Libyan teachers participated in the research. Employing mixed research methods, presented in a questionnaire consisted of closed-ended questions analyzed using SPSS and open-ended questions analyzed through content analysis, findings of this study revealed that, despite some concerns, most participants believed AI help autonomous learning, increases students' engagement, and improves teachers' administrative tasks. The study emphasized the needs for developing strategies that include training and ethical guidelines to maximize benefits while addressing challenges of AI in language teaching.

Keywords: Artificial Intelligence, English Language Teaching, Teachers' Perspectives.

1. Introduction

In recent times, Language learning has become more popular with the increasing popularity of Artificial Intelligence (AI). Advancements in AI tools have led to better language teaching and thus more student engagement (Delgado et al, 2020). Traditional teaching methods may be disrupted by their ability to provide personalized learning experiences tailored to the needs of students (Zucchet e and al, 2023). There is an urgent need to search the use of AI in EFL teaching practices (Bala, 2024; Hmouma & Hussian, 2005). Understanding teachers' attitudes is significant to highlight the practical use of AI in language instruction, and create teacher training programs. As a result, the study sought to investigate the opinions of EFL teachers regarding the use of AI in translating English for Libyan EFL students.

2. Literature Review

AI is beneficial in language teaching as it has the power to adapt content to suit students' needs. According to Delgado et al. (2020), students can be engaged in different learning tasks through the use of AI tools in classrooms, and their performance and preferences can be easily assessed. Marzuki et al. conducted a study in 2023 on the use of AI in teaching English and found that AI is helpful for teachers to create lesson plans, develop learning materials, and provide feedback to students when they accomplish their assignments.

Adding interactive elements to AI applications can increase student engagement Nazaretsky *et al.* (1922) found that the use of interactive AI elements not only enhances learning but also contributes to the development of language concepts through student comprehension. In

addition, AI can provide useful input, help students generate appropriate responses to questions, provide feedback on language accuracy, and promote fluency through extended practice (Marzuki *et al.*, 2023). Additionally, they can improve the teaching quality, enhance students' abilities, and result in better educational outcomes (Bala, 2024).

The use of AI tools can enhance the efficiency of administrative tasks, such as automated grading systems (Syafraiyani *et al.*, 2024; Koraishi, 2023). Efficiency enables teachers to concentrate on teaching and student interactions, which enhances the effectiveness of teaching. A study by Abolkasim and Hasan (2024) revealed a strong tendency among Libyan EFL teachers to use ChatGPT for a variety of purposes, including scientific research, lecture planning, and assignment design.

However, integrating AI into education has created several challenges. These include generating incorrect responses, the risk of plagiarism, overly simplistic answers, declining language skills, inherent biases, concerns about data privacy, technological limitations, lack of emotional understanding, unequal access to resources, and potential job security threats (Haroon & Hussian, 2025; Marzuki *et al.*, 2023). Additionally, there are worries about data privacy, algorithmic bias, and the risk of becoming overly reliant on technology (Bala, 2024; Hmouma, 2024; Xuan & Yunus, 2023). The use of AI tools has raised issues related to the safety of sensitive student information and the possibility of biased outcomes in assessments (Alshumaimeri and Alshememry, 2024; Haroon & Hussian, 2025). Furthermore, teachers expressed concern that heavy reliance on technology might diminish essential human skills necessary for language learning (Abolkasim & Hasan, 2024).

Additionally, some teachers may hesitate to incorporate AI into their teaching methods, particularly if they are accustomed to traditional approaches. Research indicates that teachers' willingness to adopt new technologies is influenced by their comfort and confidence in using them (Nazaretsky *et al.*, 2022). A study by Delgado *et al.* (2020) found that while teachers appreciated the effectiveness of AI tools in teaching, they also emphasized the importance of maintaining the human elements in teaching. Other studies have called for professional development and training programs to address AI-related concerns and formulate AI-integrated guidelines to encourage teachers to integrate AI into their teaching practices (Almashrgy & Alburki, 2024; Haroon & Hussian, 2025).

As far as the Libyan context is concerned, a number of studies has been conducted to investigate AI tools implementation in EFL teaching. The views of Libyan EFL teachers on Artificial Intelligence (AI) and its implications for English language teaching were examined in a study conducted by Almashrgy and Alburki (2024) at the Faculty of Education. Despite the positive reception of AI tools among EFL teachers, the researchers found that they required comprehensive and consistent training to use them effectively in classrooms due to difficulties and challenges encountered during their implementation. The research was conducted using a mixed-methods approach. However, some results were not valid for all students. In 2024, Bala conducted a study at the Faculty of Arts in Misrata to investigate teachers' opinions on the integration of Artificial Intelligence (AI) into the translation curriculum. In the quantitative research conducted by Bala (2024), findings revealed that despite worries about students' over reliance on technology resulting in a decrease in their capacity to think and translate, teachers preferred using to improve translation proficiency, and enhance translation quality (Bala, 2024).

Although the literature review above reveals the benefits of personalized learning using AI, it also raises important issues. Understanding teachers' worries and opinions is crucial for developing effective teaching strategies for the integration of AI tools in classrooms

(Almashrgy & Alburki, 2024; Bala, 2024). Thus, the aim of this research was to investigate and reveal Libyan EFL teachers' attitudes towards the use of AI in language translation instruction.

The research questions presented in this study are summarized below:

1. *Concerning the use of AI in English language instruction, what was the attitude of teachers at Benghazi University's Department of Translation?*
2. *What were the advantages that teachers derive from incorporating AI in their teaching practices?*
3. *What struggles do teachers face with the implementation of AI in their classrooms?*

Methodology

The above research questions were answered using a mixed method of research which combine quantitative and qualitative methods. The rationale behind this approach was to minimize the limitations of each approach while maximizing its benefits (Creswell, 2018). In this mixed method of research, results can be understood and interpreted more accurately (Creswell, 2018). A questionnaire that included closed-ended and open-end questions was reveal teachers' attitudes and perceptions about AI integration. Data from closed-ended questions were analyzed using SPSS statistics while qualitative data form open-end questions were analyzed through thematic analysis.

Under the supervision of three professors from Benghazi University's Faculty of Languages, the researcher of this study designed a questionnaire with precise close-ended ad open-ended questions. A trial was conducted with 10 participants to verify the questionnaire's validity and reliability.

The questionnaire was distributed through email and faculty communication channels. The questionnaire included five sections: Demographic Information, which consisted of gathering basic information about participants such as age and gender; Experience with AI in Teaching (which evaluated teachers' knowledge and usage of AI tools); Attitudes Towards AI Integration, and the perceived benefits and challenge that assessed advantages and disadvantages associated with AI use.

A total of 23 teachers from the Faculty of Languages at the Translation Department of the University of Benghazi participated in the research. Participants were let their responses would offer valuable information for better ways to integrate AI into English language translation. Their responses can assist decision-makers, including the dean of the faculty, in identifying areas that need improvement to enhance teaching and learning outcomes.

3. Data Analysis and Discussion

This section presents the analysis of the data collected from the questionnaire responses using both descriptive and inferential statistics.

4.1 Respondent Demographics

The survey included responses from 23 teachers at the Department of Translation at the Faculty of Languages within the University of Benghazi. Among those respondents, 61% were female, and 39% were male as illustrated in the figure below.

What is your gender
23 responses

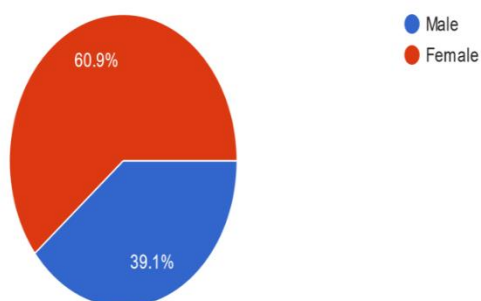
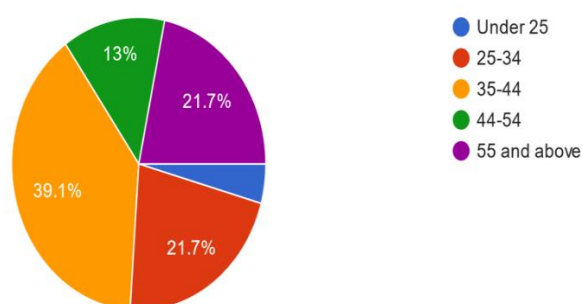


Figure1. Participants' Gender Information

Most participants (39%) were aged between 35-44 years and another 22% between 25-34 years, indicating a relatively young and middle-aged workforce as exemplified in Figure 2 below.

Figure 2. Participants' Age Information

What is your age?
23 responses



Regarding their qualifications, 74% of participants held a Master's degree, while about 22% had a PhD degree. This was made clear in the following figure:

What is your highest qualification?

23 responses

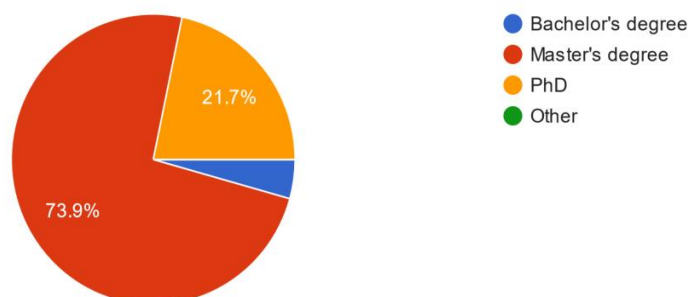


Figure 3. Participants' Qualifications

Participants' teaching experience varied, with 22% having less than 5 years of teaching, 22% having 5-10 years, 26% having 11-15 years, and about 30% exceeding 15 years of teaching English as shown in Figure 4 below.

How many years of teaching experience do you have?

23 responses

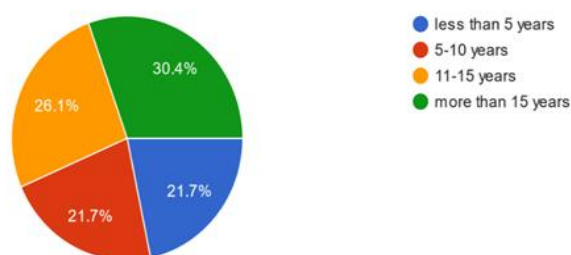


Figure 4. Participants' Teaching Experience

Participants' use of AI in their English language teaching has varied: Their adoption of AI technologies was reported by 56.5% of the respondents, demonstrating moderate usage among instructors. Tools such as ChatGPT, Perplexity AI, and Gemini AI were most frequently mentioned, with several users employing these tools daily or weekly. The remainder (43.5%) reported not using any AI tools in their teaching practices as illustrated in the figure 5 below. These percentages are illustrated in Figure 5 below.

Have you used any AI tools or technologies in your teaching?
23 responses

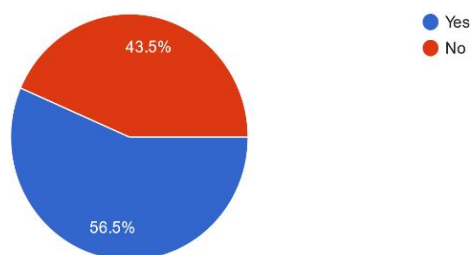


Figure 5. Participants' Utilization of AI Tools in English Language Teaching.

Participants' overall view of the benefits of integrating AI in English language teaching: This section is related to the close-ended questions presented in the questionnaire. They are discussed in terms of the highest percentage of each option in the Likert-scale for each item of the questionnaire presented in the purple color in the figure below.

To what extent do you agree with the following statements? (1 = Strongly Disagree, 5 = Strongly Agree)

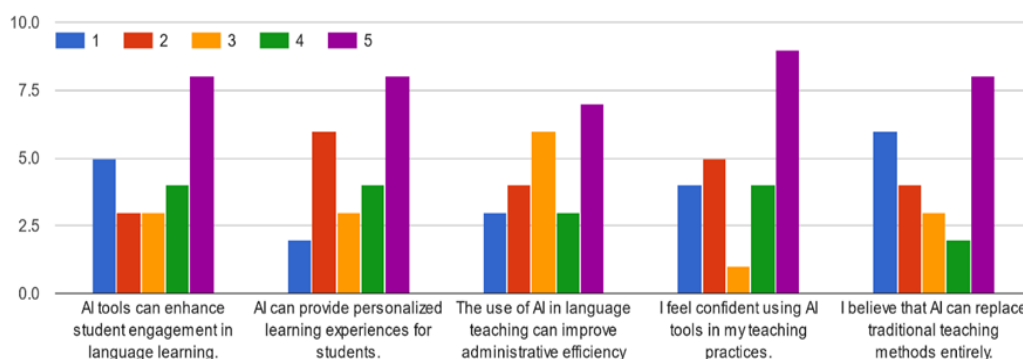


Figure 6. Participants' Responses to Close-Ended Items of the Questionnaire

Figure 6 above revealed that most participants (74%) strongly agreed that AI could enhance student engagement in language learning. Additionally, a significant number (65%) believed that AI could offer personalized learning experiences. Meanwhile, 52% recognized the potential for AI to improve administrative efficiency. However, confidence in using AI tools in teaching practices was lower, with only 43% strongly agreeing. There was also a strong consensus among participants (78%) that AI should not completely replace traditional teaching methods.

4.2 Benefits of AI in Language Teaching

In this section, participants respond to the open-ended questions which were separated into four primary categories: 1. 2. Personalized Learning Experiences, 2. Increased Student Engagement, 3. Efficiency in administrative tasks, and 4. Improved access to resources and materials. The responses of the participants can be seen below.

What do you perceive as the main benefits of using AI in language teaching? (Select all that apply)

23 responses

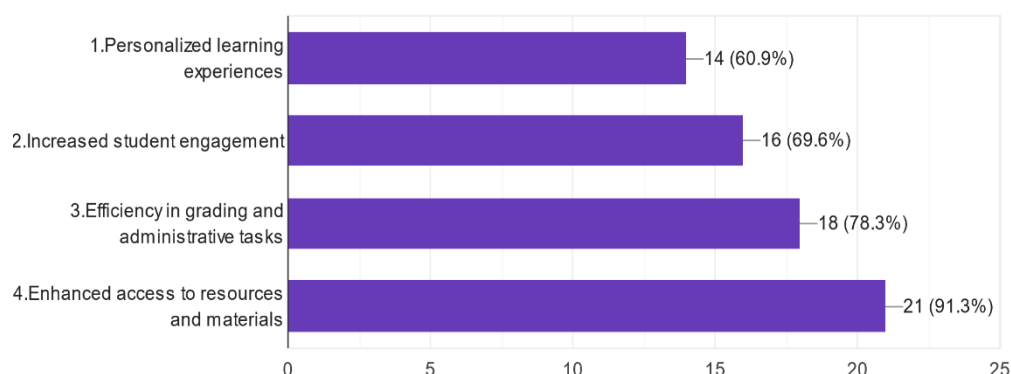


Figure 7. Participants' view of the benefits of integrating AI in language teaching.

Figure 7 above showed that the highest percentage of responses (91.3%) was for the option of enhanced access to resources and materials. This suggested that participants found AI integration particularly helpful in locating resources and materials. It appeared that AI made this task easier for them. Efficiency in Administrative Tasks received the second-highest percentage, with 78.3% of respondents agreeing on this benefit. Specifically, 18 out of 23 teachers identified efficiency in administrative tasks as a positive aspect of AI integration. This might be because many participants have used AI for grading tasks and managing their daily teaching routines. Next, the third highest percentage was for the benefit of Enhanced Engagement. Instructors reported that AI tools help promote student engagement, with 70% agreeing on this point. It seemed that participants noticed increased motivation among students when using AI-powered tools. The lowest percentage among the top benefits was for Personalized Learning Experiences. Sixty per cent of instructors agreed that AI supports personalized learning. This indicated that more than half of the participants believed AI could adapt content to meet individual needs, which helps improve engagement and retention.

4.3 Challenges of AI in Language Teaching

This section discusses the open-ended question in which participants were given four options about the challenges of AI in language teaching. Participants also had the opportunity to add any other challenges not listed in the options. The options included ethical concerns, over-reliance on technology, resistance from students or colleagues, and lack of training or support for instructors and teachers. The percentages of participants' responses to these challenges are shown in Figure 8 below.

What challenges do you associate with the use of AI in language teaching? (Select all that apply)

23 responses

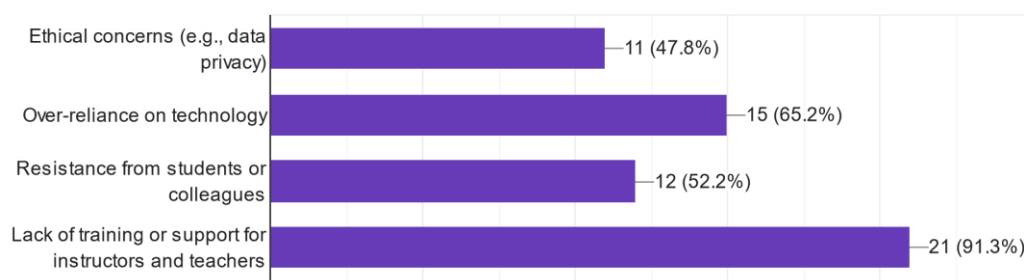


Figure 8. Participants' view of the Challenges Associated with integrating AI in language teaching.

A lack of training or support for instructors and teachers was identified as the most common issue with AI, accounting for 91.3% of the total. Most participants were of the opinion that they needed support and training in workshops on how to use AI in their teaching. "Over-reliance on technology" was the second most frequent choice, with 65.2% of respondents choosing this option. According to the survey, more than half of the participants were concerned about incorporating technology into their teaching practices. The majority of those interviewed were 15 teachers. Among the survey participants, 52% expressed apprehension towards AI tools, with this fear being most prevalent among teachers who were familiar with traditional teaching methods. Any resistance from peers or students may impede the implementation of AI. Moreover, 47% of those polled expressed concerns about the ethical implications of using AI in their teaching. Almost half of them expressed concern about the ethical implications of using AI in education.

4.4 Instructors' Attitudes towards AI Integration

The questionnaire concluded with questions that were unrestricted, asking what a person would have thought about the use of AI in language instruction. According to thematic analysis of their responses, instructors were generally supportive of incorporating AI into their teaching, but exercised some degree of caution in doing so. Despite the fact that AI could be used to improve teaching methods, they stressed the importance of using it in a balanced manner. Most of them were pleased with the efficiency and individualized education that AI can provide, but they also recognized its potential to alter the traditional teaching practices of teachers, including their student relationships and emotional responses.

4.5 Instructors' Recommendations towards AI Integration

The final question in the questionnaire asked for their opinion on how to incorporate AI into classroom instruction. All participants responded positively. The vast majority asked for training sessions to gain proficiency in AI tools. Some participants suggested it is important to find ways to avoid plagiarism in student work and assignments.

4. Conclusion

This study was conducted at the Faculty of Languages, University of Benghazi, to reveal both the advantages and disadvantages of incorporating AI into language teaching practice. The majority of participants used AI tools in their teaching and they acknowledged some benefits such as personalized instruction, greater student participation, and increased efficiency in administrative tasks. Meanwhile, participants raised concerns about data privacy and students'

overreliance on technology. Overall, participants generally held a positive view of AI, acknowledging its significance. They believed that AI has a powerful impact on language teaching, but it must be integrated cautiously. This study adds to the literature by showing attitudes of Libyan EFL teachers towards using AI tools in English language translation teaching. Future studies might investigate students' and teachers' attitudes towards using AI tools in teaching and learning other language skills.

Findings of this study are consistent with Almashrgy and Alburki's (2024) who found that while EFL teachers generally preferred AI tools, they required comprehensive training to ensure their effective use. Findings were also in line with Bala (2024) who indicated that Libyan teachers integrate AI in their teaching practices to enhance students' translation. And that many of them expressed concerns that students may become too reliant on technology. Moreover, the outcomes of this research are in agreement with those of Syafrayani *et al.* (2024) and Nazaretsky *et al.* (2022), who hypothesized that using AI could result in motivating students for better understanding of language concepts. In addition, findings of this study are compatible with Delgado *et al.* (2020), who noted that AI's ability to present content according to individual needs led to increased engagement and retention. The ethics-related apprehensions revealed in this study were consistent with HRMARS (2023), who raised cautions against algorithmic discrimination and the potential harm to student information confidentiality in AI systems.

5. Limitations and Recommendation

By the end of this research paper, we have to acknowledge some limitations. First, the sample size was rather small in number which might potentially restrict the interpretation of the results beyond the Faculty of Languages. Second, the study followed a cross-sectional design that recorded responses at 1% of the time rather than tracking changes over 5% for 3-5 months.

Finally, a number of recommendations are put forward. First, developing training programs is highly recommended to help teachers feel comfortable using the AI tools in their teaching practices. Second, it is crucial to establish precise regulations to be followed on AI in education. In addition, regular assessments of AI tools by researchers would facilitate the implementation of necessary changes to enhance classroom performance.

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