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Investigating the Dark Side of Artificial Intelligence on Students' English Language Learning

Case of Algerian EFL University Teachers

A Dissertation Submitted in Fulfillment of the Requirements for Master's Degree in Didactics of English

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Declaration

We hereby declare that the dissertation titled Investigating the Dark Side of Artificial Intelligence on Students` Language Acquisition. Case of Algerian EFL Teachers is our original work, it has not been submitted to any other institution or university for any other degree. All sources used and quoted in the dissertation have been acknowledged and referenced. This work is conducted and completed at Mohamed El Bachir El Ibrahimi University BBA, Algeria.

Date:……

Dedication 1

I dedicate this humble work

To the two people who gave me life, love, and strength — my dear parents. Your sacrifices, prayers, and endless support have been the backbone of every step I took. May I always be a source of pride and joy for you.

To my brothers Sido and Djalil, whose presence in my life gave it warmth and meaning. Your words of encouragement and silent support have meant more than you know.

To my colleague and dear friend Nabila, whose kindness, patience, and unwavering help guided me through the hardest moments. Thank you for being a light when things got dark.

And to all the souls who stood by me, near and far, encouraging me with their words, presence, or silent prayers — this work is also yours.

Romaissa

Dedication 2

I dedicate this modest work

To the best of the aunts who played the role of my two parents, may she find in me the source of her pride who never ceases to lovingly give me what I need to get where I am today.

To my brother Karim, my source of encouragement and support: also my little Joo.

To the best person who ever helped and guided me, Lahna. And of course to my partner Romaissa who has been a source of motivation for me.

To all those who are dear to me, to the people who encouraged me from near and far, who were always by my side and who accompanied me along my path of study.

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Abstract

The study aims at exploring the negative side of using AI on students' English language learning. It employs a case study design with a mixed-methods research approach. The population included teachers of English language from different Algerian universities, 43 teachers formed the sample of the study through the purposive sampling technique. An online questionnaire was used to collect data from the sample. The collected data was analysed through descriptive frequencies using SPSS software version 21 to analyze quantitative data and thematic analysis to interpret open-ended questions. The findings of this study revealed that teachers perceived that students' involvement in the language learning process is limited because they frequently rely on AI for writing and research assignments. This weakens fundamental skills including independent research, critical writing, and self-expression through productive skills, such as writing and speaking. Therefore, teachers mostly reflected that AI has a negative impact on language development since it does not enable students' engagement and participation in the English language learning process. Furthermore, teachers indicated that that AI tools have increased the risk of plagiarism among students, and that the use of AI undermines students' sense of ownership over their academic work, and discourages them from thinking independently and limits their ability to analyze and evaluate information critically. Teachers therefore, emphasized the necessity of thorough training for educators, clear guidelines for ethical AI use, penalties for dishonesty, investments in trustworthy AI-detection tools, and organized programs, like workshops, to increase students' understanding of academic integrity and the moral obligations related to integrating AI into their education to help reduce the negative impact of AI on students' language learning process and their academic integrity.

Key Terms: Artificial Intelligence, negative impact, plagiarism, academic integrity.

List of Acronyms

AI	Artificial Intelligence
ANI	Artificial Narrow Intelligence
EFL	English as a Foreign Language
SLA	Second Language Acquisition

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General Introduction

General Introduction

1. Background of the Study

Artificial Intelligence (AI) is an identifying feature of the 21st century. It represents the revolutionary development of this era and the ability of science to produce robots with human intelligence. This evolution in science and technology has penetrated all aspects of humans` regular life, therefore, the integration of this new technology in the field of education is an inevitable occurrence. Thus, it is estimated that the use of AI in schools and academic settings is predicted to be an obligatory procedure to accommodate the world`s development in the up-coming years. According to Karsenti (2019), schools may be forced to create room for new types of technology, such as AI, as they become more and more prevalent in humans` daily life and attract the young generation (Gocen & Aydemir, 2020). Thus, educators and curricula designers cannot prevent AI tools from penetrating the educational setting since it is used in every other aspect of students` life outside the classroom.

Conversely, AI is thought to have the potential to greatly improve the current language teaching and learning experience by increasing student engagement, personalizing their learning, and improving the effectiveness of their language learning courses (Harry, 2023). It is not only assumed but verified that: "The quality and efficiency of the areas using artificial intelligence technology have increased" (Verma, 2018. p. 5). These claims demonstrate how AI can be used to give students more individualized learning experiences that suit their interests and needs, increase their engagement with compelling digital resources, and help them achieve their goals of improving their language proficiency quickly in comparison to traditional language instruction. As a result, in recent years, the application of AI has gained the support of educators and the interest of students due to its ability to facilitate duties for both teachers and students in the EFL learning process.

However, there are some challenges that could hinder the integrating of AI in language teaching. Research shows that there are several challenges that hinder the integration of AI in language learning and teaching, such as lack of accuracy (Priegue, 2023), bias (Harry, 2023) and decrease in students' academic integrity (Chanda, et al, 2024). Accordingly, the present study provides more insight about the dark side of AI use in language education and proposes effective solutions that could reduce its detrimental impact on students' learning process.

2. Statement of the Problem

The development of the world's technology and sciences made it inevitable for both learners and instructors to avoid the integration of Artificial Intelligence in the EFL learning and teaching process nowadays. According to Cantos, et al (2023), AI has turned into a necessity nowadays in language education field. They justified that AI enhances learners` learning experiences and also teachers` teaching experiences since it provides both with customized materials that make this process more individualized and personal, which also enhances the learning and teaching outcomes as well. This means that the benefits of using AI in language learning and teaching qualified this tool to gain the recognition of scholars and instructors in this field and occupy an important position in the EFL learning and teaching pedagogy.

However, research also shows that there are drawbacks for using AI in the field of language education. This negative side may not be as highly or equally emphasized as the positive side, but it still raises concerns and addresses questions concerning the integration of AI in language education and the legitimacy of this decision in the Algerian universities. Thus, the aspect of not directly acknowledging the drawbacks of using AI tools in EFL learning and emphasizing the positive side of this technology could lead to major consequences in the EFL classroom. Consequently, this negative side could jeopardize the entire process of EFL teaching and process

and threatens learners' effective language acquisition in Algerian higher education. Therefore, the present study is conducted with the purpose of exploring the dark side of using AI in EFL learning process from teachers` perspectives. It aims at identifying the impact of this tool on EFL students' language acquisition, their academic integrity and their critical thinking as well in Algerian universities.

3. Research Questions

The study aims at answering the following research questions:

1. What are teachers` perceptions of the impact of AI on their EFL students' language learning process?

   Sub question: To what extent does the reliance on AI in language education threaten students' academic integrity?

   Sub question: How do teachers of English assess the impact of using AI on students' critical thinking?

   Sub question: What are the possible procedures that could be adopted by EFL teachers to prevent the negative impact of AI reliance and use in higher education?

4. Objectives of the Study

The study aims primarily at:

- Objective 1: Explore teachers' perceptions of AI's impact on EFL students' language learning process.
- Objective 2: Investigate how reliance on AI in language education threatens students' academic integrity.
- Objective 3: Assess how teachers view AI's effect on students' critical thinking.

- Objective 4: Identify possible strategies EFL teachers can use to reduce the negative impact of AI reliance in higher education.

5. Significance of the Study

The results of this study could have a significant contribution to the development of EFL instruction in the digital era in Algerian universities. It could provide valuable insights into how teachers can be more adapt at detecting AI-generated work and help them increase their students' awareness of the ethical use of this technology. Thus, the more they learned about how to accurately and ethically use these tools, the more they were able to maintain their academic integrity in their learning process and maintain their academic progress.

6. Research Methodology Overview

The present study employs case study research design with a mixed-methods research approach. They are seen as the most suitable approach that could provide background information about the dark side of AI tools in the EFL learning context and a deep comprehension of this topic.

The population of the present study includes teachers of English language at different Algerian universities. They are selected because could provide relevant information about their students' use of AI tools in their work and its impact on critical thinking and academic integrity. Moreover, the sample is selected through the purposive sampling technique. Accordingly, 43 teachers formed the sample of the study.

Moreover, the data collection tool that is used to gather information from the participants of the study include an online questionnaire. The data collected through this tool is analyzed through descriptive frequencies using SPSS software version 21 and thematic analysis to interpret and organize the data collected through the open-ended questions.

7. Organization of the Thesis

The dissertation is divided into three chapters. It is initiated with a general introduction that underline the main steps in conducting this study. The first chapter provides the theoretical background of the research topic, it presents a detailed description of AI tools, their use in language education and both their benefits and drawbacks on this process. The second chapter highlights the research methodology, which presents the practical portion of the dissertation. It explains the research design, approach, population and sampling, and data collection and analysis. The third chapter provides the data analysis and interpretation, through which a the results obtained are thoroughly discussed to draw the final conclusion.

Chapter One: Literature Review

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Introduction

Artificial Intelligence (AI) is a characterizing feature of the 21st century. It represents the revolutionary development of this era and the ability of science to produce robots with human intelligence. This evolution in science and technology has penetrated all aspects of humans' regular life, therefore, the integration of this new technology in the field of education is an inevitable occurrence. This chapter explores the practice of AI use in education and highlights both the benefits and challenges of this process. It covers aspects such as the overview in AI in education, the different tools that are used to carry out the use of AI in language learning and teaching, and the importance of these AI tools in both language learning and teaching. More importantly, this chapter sheds light on the challenges of using AI in language education through highlighting their impact on students' language skills, their critical thinking and their academic integrity as well.

Section One: Use of Artificial Intelligence in Language Education

The field of language education has witnessed a radical shift and transition over the last few decades. The development of the world's technology and the advancement of science has led to the emergence of AI and its integration into people's daily life. Moreover, the reliance on AI extended to the daily life domains and penetrated the educational sphere. In fact, education has been so submerged in the use of AI that no one can deny the significance of integrating computer sciences and AI tools into education nowadays. It is an integration that made it easier for teachers to convey knowledge and for their students to receive it (Raja & Nagasubramani, 2018). Consequently, AI is currently viewed or considered as one of the most popular language learning

tools in the field of Second Language Acquisition (SLA). Therefore, this section highlights the definition of AI and its tools, and their use in language education.

1.1.1. Overview on Artificial Intelligence

The first time the term AI was used was in 1995 by John McCarthy, who is in fact named "the father of AI", he did not only coin the term of this technology, but he also arranged the Dartmouth convention in 1956 that marked the official birth and emergence of AI (Sharma, et al, 2024). This shows that AI was initially developed in the middle of the 20th century for the aim of creating smart machines with human intellect. This marked a shift in the field of science, moving from human-operated and controlled machines into a new type of machines that are characterized with human-like intelligence and capable of solving problems and thinking as humans. The evolution of this technology allowed it to be integrated into the field of education in general, and SLA in particular for the great potential that this technology could offer to both learners and educators alike.

1.1.1.1. Definition of Artificial Intelligence and its Evolution

According to Ramos, et al, (2023), AI is defined as the ability of computer systems to perform activities requiring human-like intellect, such as decision-making, natural language processing and production, problem-solving, and learning. Thus, it is a machine-based generation of knowledge and information based on human-like intellect. This is a vast domain that forms the center of technological development in the 21st century. There are many trending scientific attempts that aim nowadays to use human intellect in creating robots that could replace people in real life tasks and activities. These Chatbots are designed to think as human and generate automated information in few seconds to answer any inquiry or perform any task that is required

from them. Therefore, AI encompasses the epitome or the maximized knowledge of humans that is delivered in machine-like efficiency.

In fact, the definition that has been provide by the Stanford University corresponds with the one provided above. It states that AI is a term that has been first used by John McCarthy, a retired professor at Stanford, in 1955 and he described it as the science of creating intelligent machines (Morning, 2020). This shows that the core objective or aim of AI is to make robots that have the intellect of the human brain. Since it is a machine and devoid of human emotions, AI is intended to be a more effective and efficient machine that could use human intelligence and maximize its potential and ability to perform different tasks and activities.

Moreover, after the introduction of the concept of intelligent machine in this conference "Dartmouth convention", several developments followed. Some of these major developments are summarized in the following table to highlight the most important events that characterize the development of AI from the 1950s to 1970s (See Figure 1.1).

Figure 1.1.

Important AI Development Events (Delipetrev, et al,. 2020. p. 7).

1952	Checkers was the first program to demonstrate that computers can learn and not just perform what they are programmed to do. Checkers attracted media attention and learned to play at a level high enough to challenge a decent amateur human player (Samuel 1960).
1955	The Logic Theorist had proven 38 theorems from Principia Mathematica and introduced critical concepts in artificial intelligence, like heuristics, list processing, 'reasoning as search,' etc. (Newell et al. 1962).
1957	Inspired by the human brain, Rosenblatt discovered the perceptron. The perceptron was predicted to be "the embryo of an electronic computer that will be able to walk, talk, see, write, reproduce itself and be conscious of its existence." The perceptron was the birth of connectionism, the foundation of Neural Networks (NN) and Deep Learning (Rosenblatt 1961).
1961	Machine Educable Nougats And Crosses Engine (MENACE) was one of the first programs capable of learning to play a perfect game of Tic-Tac-Toe (Michie 1963).
1965	ELIZA was a natural language processing system that imitated a doctor. ELIZA responded to questions like a psychotherapist. Some users believed they are interacting with another human being until it reached its limitations, and the conversation became nonsense (Weizenbaum 1966).
1969	Shakey the Robot was the first general-purpose mobile robot capable of reasoning its actions. This project integrated research in robotics with computer vision and natural language processing, thus being the first project that combined logical reasoning and physical action (Bertram 1972).
1969	The book "Perceptrons" highlighted unrecognized limits of the feed-forward, two-layered perceptron structure. The authors' pessimistic predictions made a fundamental shift in the AI research direction to symbolic and disregarding connectionism. "Perceptrons" marks the beginning of the AI winter of the 1970s (Minsky and Seymour 1969).

The table shows that the conference of Dartmouth (1956) was proceeded with the discovery that computers are able to learn instead of just executing what they are programmed to do. This discovery led to the development of the logic theory and to the initiation of research in the field of creating machines that are able to think and reason like human beings. After the introduction of this theory in the conference, Rosenblatt discovered the perceptron modeling, which envisioned devices that might replicate human cognition in terms of performing human tasks and basic cognitive functions, established the groundwork for neural networks and deep learning. The establishment of this groundwork led to the creation of the first robot that was able to play and win a human game "Tic-tac-toe" in (1961), this development proved the theory of AI and the manifested the possibility of creating intelligent machine that think and act like human beings in real life application. After this scientific millstone, different robots were developed to perform different human functions and cognitive tasks, including Eliza that was a language processing system that imitates human`s speech in natural conversations, Shakey that was the first robot capable of both language processing, cognitive reasoning and physical mobility as well, in addition to their AI robots that fulfilled the vision of intelligent machines.

Therefore, this period witnessed a major enthusiasm in the field of science and technology. However, Sharma, et al (2024) described in their article that the following period (1980s) witnessed a significant setback and decline of AI advancement due to several factors, this period was even described as AI winter as a reference for the challenges that this phase encountered after its thriving start. These factors include the high and unrealistic expectations of scientists, and lack of funding from investors that was caused by skepticism towards the potential of this field in delivering the high expectations that were set for it to achieve (Sharma, et al, 2024). However, this period did not last long and AI technology resumed its progress with the start of the 1990s. Rai

(2024) reported that AI blooming in this era is associated with the proliferation of social media, explaining that AI became more integrated with disciplines like economics and control theory, emphasizing agents for its reliance on data to analyze customers` needs and preferences. This new development covered the limitations of the AI sensory systems like voice and vision recognition that were frequently seen as unreliable, thus, AI became more effective for its reasoning and planning processes that are essential for information management. Consequently, AI tools thrived from the 1990s until current times with new developments and advancements in its features everyday. This technology became used in every life facet, including education.

1.1.1.2. Types of Artificial Intelligence Tools in Language Education

AI is a revolutionary language learning tool that could be used to maximize the outcomes of learners' achievements and improving teachers' teaching methods. ChatGPT is among the prominent AI tools that have gained an extensive popularity in the field of SLA. According to Sakib (2023), ChatGPT is an interactive language model that was created by AI, it produces human-like language by using a Transformer architecture and an abundance of text data for training. Thus, it is an AI robot that is designed for generating ideas and answers based on data collected from different resources on the internet which also produces speech like the one produced by human beings. Sakib (2023) also explained that ChatGPT (Generative Pre-trained Transformer) is ideally suited for conversational applications like chatbots, virtual assistants, and customer support representatives because it is made to produce text in response to an input prompt. The model can produce language that is coherent, contextually relevant, and frequently similar to text written by humans because it has been trained on a wide variety of conversational data, such as books, websites, and social media. Therefore, it is explained that ChatGPT can answer any question that users type and provide reliable information that are derived from existing books and

articles published on the web. In other words, this chatbot could be seen as valuable source of knowledge and information in different life fields and domains which could be derived with a click of mouse.

According to Delipetrev, et al (2020), there is a specific classification of AI tools that determine the use of each one in different domains. They include robotics, machine reasoning and machine learning. More importantly, there is particular type of AI that is particularly preferred by humans which is called Artificial Narrow Intelligence (ANI), this type of AI systems, such as those used by personal assistants Siri and Alexa, language translation, recommendation systems, image recognition systems, and facial recognition, can carry out specified tasks and function in a predetermined environment and help people do their daily tasks (Delipetrev, et al, 2020). This shows that ANI represents a small portion of the broad AI technology, but it still performs a large amount of human tasks in a relatively short amount of time that could help people rely on this tool and gain a significant amount of time and effort by avoiding these mundane tasks and handing them to ANI. Therefore, this statement only shows the magnitude of AI and its benefits in life in general. It also shows that AI, with its weakest forms, has the potential to replace human activity and occupation in an easy and efficient manner.

In fact, this prediction or estimation could be proven by the use of Alexa, Siri and similar forms of digital assistants who are providing people with human-like interaction and fulfilling one of the most basic tasks of human beings which is interactive natural communication. According to Brill, et al (2019), virtual assistants, such as Siri, Alexa, Google assistant and other million forms of digital assistants, are speech-enabled incorporated AI technology that could provide human-like interaction based on people's habits and preferences. This means that these systems can provide natural exchange of speech and decipher users' preferences through analyzing their information

and identifying their needs, which makes it easier for them to provide what the customer or user needs in an instant. In the case of students, this means that these tools provide custom-made learning activities that meet their academic needs and preferences.

Perplexity AI is another AI tool that is competing to rival ChatGPT. According to Nelson (2023), a group of prominent figures from OpenAI, Meta, Quora, and Databrick introduced Perplexity AI in August 2022 with the main goal to overthrow ChatGPT and outcome its performance. This group of AI experts, led by Aravind Srinivas, Denis Yarats, Johnny Ho, and Andy Konwinski, provides a powerful chatbot experience which enabled them to design a Chabot that not only provides responses to the questions and prompts asked by the users, but also offers links to relevant sources and information. Compared to ChatGPT, it is a significant feature that enables the users to verify the source of the information provided by this Chatbot and cite the reference in their articles for credibility and avoiding academic dishonesty.

Moreover, this AI Chatbot understands the users' purpose and provides clear information and useful suggestions by utilizing machine learning and natural language processing (NLP) (Nelson, 2023, as cited in Drought, 2024). Thus, it provides automated customized information that are based on students or users' exact needs and objectives. It uses natural language processing system to achieve this aim. Therefore, it could be concluded that this AI tool could also be used in EFL teaching and learning since it could construct effective language courses that are based on learners' academic needs and preferences, including the activities to be involved and the materials to be used with what meets those needs and references. Thus, this AI tool could also offer EFL students personalized learning experiences and customized learning activities that could promote their language proficiency and academic progress.

Evidently, in an article published by Priegue (2023), Perplexity AI was characterized with its ability to build interactive and conversational dialogues, generating texts for content creation, providing immediate and automated answers to asked questions, and translating texts from one language to another. As was previously indicated, this AI technology has the potential to be very useful in the field of EFL learning because it supports the information it provides with scholarly sources and references. Therefore, it is most suitable to be used in academic research and writing with its promise for avoiding plagiarism and maintaining academic integrity.

1.1.2. Importance of Artificial Intelligence in Language Education

The use of AI in education has grown to play a major and important role in the advancement of the English as a Foreign Language Learning and Teaching pedagogy (EFL). This section explores how the use of this technology could be beneficial for both EFL learners and educators at the same time.

1.1.2.1. Role of Artificial Intelligence in English as a Foreign Language Learning

In fact, it is believed that AI could significantly contribute to the improvement of current language learning experiences in terms of enhancing students' engagement in the learning process, making their learning more individualized or personalized, and increasing the efficiency of their language learning courses (Harry, 2023). It is not only believed, but confirmed that:" The areas employing the technology of artificial intelligence have seen an increase in the quality and efficiency" (Verma, 2018. p. 5). These statements reveal the positive role of using AI in providing learners with more customized learning experiences that meet their needs and preferences, enhancing their participation through the use of digital materials that attract their attention, and fulfilling their objectives in improving their language skills in a short period of time compared to traditional language learning.

Similarly, Chen and Zhang (2021) elaborated that AI-driven language-learning platforms and tools employ algorithms to identify learners' areas of strength and weakness so that they can offer personalized exercises and customized feedback, this level of personalization ensures that the content is neither extremely complex nor simplistic, which supports pupil motivation and involvement (as cited in Abernathy, 2024). This shows that AI tools employ specific algorithms to ensure an accurate analysis of students' needs and their learning preferences. After analyzing this information, they provide customized learning activities that meet those needs and challenge learners to develop their level of proficiency. Consequently, students are both exposed to language content that meets their preference and challenged to engage in stimulating activities that provoke their critical thinking and problem-solving skills. Hence, the use of AI is not only effective in personalizing the EFL learning experience, but also in enhancing students' engagement and motivation as well.

As it has been shown earlier, AI digital assistants are one of the basic forms of AI technology that could execute mundane human tasks and activities, Cóndor-Herrer, et al (2022) reported that these AI assistants provide learners with human-like interaction through imitating native speakers' pronunciation of the target language, which makes learners have an authentic language interaction with a native speaker of the language in a natural way. This proved to help learners significantly increase their language proficiency and improve their speaking and communication skills. A case of a Russian students learning English through one of these AI assistants "Alice" was presented as evidence of the effectiveness of these tools in promoting language acquisition, this student was able to improve his speech and promote his communicative competence through practicing speaking with Alice (Cóndor-Herrer, 2022). Therefore, AI shows to have the ability to transform the EFL learning process and removing its limitations for EFL

learners through providing students with native-like speech practice with the scroll of a screen. Abernathy (2024) confirmed that AI technologies increase accessibility and convenience by removing time and location barriers to language learning. Therefore, AI tools are vital in providing authentic content and language interaction for EFL learners and immersing them in the target language cultural context. More importantly, these results call for the necessity of integrating AI tools in EFL learning and making them an integral part of language teaching pedagogy.

1.1.2.3. Role of Artificial Intelligence in English as a Foreign Language Teaching

As for EFL teaching, the use of AI in schools and academic settings is predicted to be an obligatory procedure to accommodate the world's development in the up-coming years. This could seem as an unpredicted or an unlikely possibility in the developing countries, but it is a strong probability in more advanced regions across the world where there is a growing emphasis on AI use not only in education, but in different life domains. According to Karsenti (2019), schools may be forced to create room for new types of technology, such as AI, as they become more and more prevalent in humans' daily life and attract the young generation (as cited in Gocen & Aydemir, 2020). Thus, educators and curricula designers cannot prevent AI tools from penetrating the educational setting since it is used in every other aspect of students' life outside the classroom. This decision does not necessarily mean a negative thing for the EFL learning process. Therefore, the use of AI started to recently yield educators' approval and students' attention in recent years for its role in facilitating both learners and teachers' tasks in the EFL learning process (Ebuena, 2023).

In fact, AI tools, such as ChatGPT, are helpful for providing teachers with effective lesson plans for their classrooms by integrating interactive activities that they can adopt to improve their pedagogical practice in their own classrooms (Sok & Heng, 2023). Herft (2023) demonstrated that

teachers could use ChatGPT to produce visual instructional materials, such as slides, e-flashcards or worksheets, that explicitly state the goals and objectives of the lesson presented and help teachers present their lesson in a more attracting and effective way (as cited in Sok & Heng, 2023). Thus, this AI tool could be effectively used by teachers in making their lesson plans and selecting their teaching materials.

Similarly, Verma (2018) for instance highlighted the role of this technology in performing one of the most exhausting tasks for teachers, which is grading students. He explained that instead of spending hours or days correcting the endless paper exams of university students, teachers could simply rely on AI tools to do this task for them. However, Verma (2018) limited the type of questions or answers that could be graded by AI robots to include blank-in-the-blanks and multiple-choice questions. This could significantly save time and effort and help teachers provide automated feedback for their students in a short amount of time.

Section Two: Challenges of Using Artificial Intelligence in Language Education

Despite the benefits that AI showed to have in language teaching and learning, there are still some challenges that prevent the complete integration of this technology in traditional classrooms. This section highlights some of these challenges and explains their implications on both teachers' professionalism and students' academic progress.

1.2.1. Traditional Teachers' Resistance to Artificial Intelligence Dominance

In a survey conducted by the Asia-Europe Foundation (ASEF) between March - April 2024, 458 teachers from 42 European and Asian countries were approached to explore their perceptions towards the integration of AI in their teaching methods. The report revealed that the majority of teachers around these countries acknowledge the significant benefits of using AI in advancing and promoting education, however, they also expressed some reservations and concerns

towards the application of this approach in real life instructional environments (Holmes & Lee, 2024). These findings reveal that there is some sort of resistance on teachers' part and hesitation to embrace the use of AI tools in their teaching pedagogy, despite their recognition of the benefits of this technology.

In fact, Ortiz. et al, (2025) revealed through his study that although AI is widely used in teaching and learning practices, there is a strong negative correlation between AI and teaching methods, which suggests that teachers using AI may find it difficult to effectively adapt their instructional strategies. Consequently, this could also affect how well teachers assess their students' performance. Thus, it could be argued that instructors may have numerous difficulties while using AI into their lesson plans and incorporating its tools into their hands-on teaching sessions. This may be the reason for their hesitation and opposition to incorporating AI into their teaching methods, opting instead to use the safe traditional approaches. Some of these main challenges are presented and explained through the following sections.

1.2.2. Technological and Infrastructure Issues

There are other factors that stand in the way of accepting AI by teachers and educators. They include the lack of training and expertise from their parts, limited internet access and lack of materials, lack of motivation and confidence to use AI, ethical and safety concerns, and lack of human interaction (Bechabe & Perido, 2024). These concerns reveal some of the hesitation that teachers face in fully adopting AI in their teaching methods and their reserved attitude towards this technology. In fact, it could be stated that lack of technical support could be a vital factor in the failure of AI integration in any educational setting. Cîmpineanu (2024) also added that AI implementation is expensive and requires high maintenance. Therefore, it is often challenging to integrate this technology and its tools in educational institutions, especially public establishments.

Similarly, Onyebuchi. et al, (2024) examined how AI is changing educational environments throughout Africa. The study reviewed different AI tools and their different uses, for lesson planning, for learning assessment and lessons delivery as well. Moreover, the study also highlighted the major challenges faced by African teachers in implementing AI technologies in their teaching environments. These problems included the differences in facilities quality, and accessibility for both students and teachers. This result confirmed that African educational establishments (schools and universities) are not adequately equipped to accommodate the use of AI systems (lack of computers, poor Internet connection, lack of funding to access paid AI services). Therefore, implementing AI tools in public schools and universities is challenging mainly due to the infrastructural issues and lack of technological devices availability.

In a similar study that was conducted to examine the challenges of integrating AI in language teaching, Novianti (2025) demonstrated that technical issues and infrastructure problems are among the major challenges that hinder the effective and successful implementation of AI tools in traditional language teaching classrooms. The findings of this study showed that these problems include data security and privacy, poor levels of digital literacy among educators and students, unequal access to technology, and the high expense of implementing and maintaining AI systems. These problems indicate that high maintenance, as addressed before, is an obstacle for teachers and institutions alike that prevent them from purchasing and implementing effective AI systems in their teaching process. Moreover, teachers' lack of technological knowledge and experience is another problem, in addition to students' uneven access to technology devices, especially in developing countries. This shows that not all students have online access to the Internet that enables teachers to integrate AI education as a regular practice for students.

1.2.3. Lack of Teachers' Training

As it has been shown, teachers are generally enthusiastic about using AI in education because this technology proved to help them maximize their efforts and saving them time to be more productive in their teaching planning and performance as well. However, despite these positive attitudes, there are some concerns that prevent teachers from fully embracing AI in their classrooms. One of these concerns include the inadequacy of teachers to adopt the implementation of AI in their classrooms and their lack of expertise in this field as it has been demonstrated in the ASEF's survey (Holmes & Lee, 2024). In fact, this could be considered as a valid concern because lack of experience and poor professional training is one of the main causes that makes teachers feel hesitant to adopt new and revolutionary teaching methods in their teaching pedagogy. More importantly, it should be noted that these teachers are situated in some of the best educational institutions across Europe and Asia, where teachers' professional development is a supported and practiced concept. This could only shed a negative light on African teachers' perspectives and their own lack of expertise in this field, since training programs are not a frequently practiced policy in these under-developed countries.

1.2.4. Loss of Human Interaction

In terms of dehumanization of the learning process and teachers' complaints about the lack of human interaction, Manyika et al. (2017) argued that the constant development of AI technology and the rapid advancement of its features is eventually predicted to add more humanity to the AI chatbots and virtual assistants (as cited in Göçen & Aydemir, 2020). This way, this factor may seize to form one of the obstacles that prevent teachers from accepting AI in their teaching methods. Moreover, Chanda, et al (2024) revealed that AI-driven instruction is different from human instruction in terms that it lacks the emotional intelligence invested in this experience and

empathy that characterize students' relation with their teacher. Therefore, this could influence the natural learning-teaching exchange and turn this process into a robotic endeavor, excluding the emotional aspect from the educational process.

Section Three: Impact of Using Artificial Intelligence on Students' Language Acquisition

It has been revealed in this chapter that AI tools are effective in promoting both students' language learning process and teachers' teaching methods as well. Despite the challenges of implementing this technology, AI tools still have teachers' acknowledgement and students' acceptance of their integration in the EFL learning process. Therefore, the present section proceeds to highlight more specifically, the impact of AI on students' language acquisition and skills development, and examine the impact of these tools on learners' critical thinking, and academic integrity as well based on previously conducted studies.

1.3.1. Impact of Using Artificial Intelligence on Students` Language Skills

AI tools showed to have a positive role in promoting EFL students' overall language proficiency. Research shows that AI helps students develop their listening and reading skills through providing them with the opportunity to understand language input and produce their own language output in an effective and monitored way (Sahem, 2024). This means that AI does not only help learners understand language input through listening and reading texts, but it also provides constructive feedback that corrects students' production mistakes and improves their performance. Alsaif (2024) further added that AI in language acquisition has the ability to increase student autonomy by giving them access to a plethora of materials and enabling them to receive feedback at any time and from any location. This means that the emergence of AI in the field of education provided learners with an alternative guide for their learning process other than their teacher. This way, they can continue their learning process outside the classroom and rely on AI

tools in providing them with both language input and monitoring their performance as well, which further confirms the positive role of this technology in providing feedback for EFL learners that is essential for the consistent and proper development of their language skills.

Moreover, improving EFL students' writing skill is another area of development that AI tools contribute to. Research shows that several AI tools, such as Grammarly and Quillbot, play a major role in improving students' writing skill and performance. Amelia (2022) revealed in her study that this AI tool is capable of identifying students' errors in writing, particularly those involving grammar, punctuation, and spelling, as it could also detect plagiarism in their writing product and notify them of the passages where plagiarism is detected in order for them to improve the quality of their work and enhance its authenticity, in addition to also increasing students' vocabulary knowledge and language structure as well. In terms of Quillbot, Mohamed, et al (2024) proved through their study that this AI tool is effective in enhancing students' paraphrasing skill, which is essential for their writing proficiency. This shows that AI could be effectively integrated in language learning and teaching pedagogy because it provides automated, constructive and fast feedback for learners in order to correct their errors and improve their writing skill.

1.3.2. Impact of Using Artificial Intelligence on Students' Critical Thinking

Research shows that there are several challenges that hinder the integration of AI in language learning and teaching. One of these challenges include accuracy. In terms of accuracy, there has been an extensive debate about the accuracy of the information provide by AI tools. Perplexity AI for instance, is claimed to provide accurate information since it lists the source from which the information was taken (Priegue, 2023). This feature adds credibility to this AI tool and makes it reliable in obtaining accurate and true data. ChatGPT on the other hand, is argued to provide false and misleading information. Numerous studies have noted that it is possible to

identify factual inaccuracies in the data produced by ChatGPT. Examples of these faults include creating faulty responses and fabricating articles that do not exist (Baidoo-Anu & Ansah, 2023; Gordijn & Have, 2023; Qadir, 2022; van Dis et al., 2023, as cited in Sok & Heng, 2023). This shows that the information provided by AI tools are not always accurate and therefore, they cannot be fully trusted to be integrated in education in general and in language teaching in particular. This also shows that AI tools could have a detrimental effect on students' critical thinking skills; providing them with false information could lead to their misjudgments and clouding their reasoning and healthy thinking.

In addition to false information and misleading reasoning, AI showed to have a negative impact on students' critical thinking through the over-reliance on this technology in their EFL learning process, which influences their creativity and turns their language learning into a superficial and shallow process (Kerma, 2025). This means that relying on AI tools to conduct assignments, generate ideas, make projects could lead students to isolate themselves from their learning process and refrain from making any cognitive effort to engage in tasks and challenge themselves in finding solutions to their rea-life situations. Thus, they become heavily relied on this technology and learn to neglect their critical thinking and reasoning skills. Similarly, Cela. et al, (2024) addressed through their study, that despite the benefits of AI tools, their proper use is not highly discussed enough or demonstrated sufficiently for learners to use it accurately for the aim of promoting their learning, instead of causing a detrimental effect on their critical thinking and preventing its development. Therefore, Cela. et al, (2024) illustrated that it is teachers or policy makers' responsibility to properly guide students into the correct use of AI tools and showing them how to use this technology to enhance their learning process, instead of using these tools to do the learning process on their behalf.

Moreover, in another study conducted to examine the effects of using AI on students' critical thinking skills, Zhai. et al, (2024) revealed that critical thinking is related to students' ability to analyze their learning process context and make conscious decisions to solve arising problems and create innovative learning strategies for the aim of promoting their learning experiences and outcomes. However, they also showed that the there is a risk that people may become overly dependent on AI for decision-making because AI systems are capable of handling large amounts of data and producing precise estimates. Consequently, both teachers and students may become less creative and innovative in their learning and teaching approach as a result of this over-reliance, which could lower the standard of education and reduce critical thinking for both students and teachers alike.

1.3.3. Impact of Using Artificial Intelligence on Students' Academic Integrity

Ethical considerations and pedagogical implications may play a major role in teachers' doubts about the usefulness and value of AI when weighed against the potential ethical repercussions that could jeopardize the educational process. According to a study conducted by Chanda, et al (2024), it was revealed that there are six ethical concerns that raise doubt towards the use of AI in education, they include privacy and data security, bias and unequal access, relationship deterioration between teachers and students, shaping the educational content, accountability and transparency, and profiling of students. The problem of privacy is often associated with AI use in research, it is reported that access to these AI tools requires personal information of the users, such as their full names, birthdates, location and other private details. However, there is no evidence that the inserted information is strictly protected and not shared on the internet. In fact, Bartneck, et al (2021) explained that now that a large portion of this data is

being uploaded to cloud computers, the likelihood of tracking down private information has greatly increased.

Finally, the final pedagogical issue that has been associated with the use of AI is students' profiling. This process, according to Chanda, et al (2024), entails the act of evaluating a student's competence based on his performance and engagement in the learning process. This often shows through teachers' categorization of their students without even a test or an exam to have a concrete evidence on their level. However, the use of AI makes this process of evaluating students somehow challenging for teachers. Using AI technologies, such as ChatGPT to complete schoolwork could result in students receiving credit for betraying their teachers' confidence and misleading them by submitting a plagiarized piece of work that was not created by them. Kelly (2023) agreed that many instructors are concerned that students would use it to cheat because AI can generate answers complex enough to pass tests in both law school and business school (as cited in Clark & Kessel, 2024). Therefore, academic dishonesty is a serious issue that results from the use of AI in education that leads teachers to create false files of their own students.

Conclusion

This chapter provided a thorough review of AI technology and explored the use of this tool in the field of EFL learning and teaching. It was revealed that AI is a revolutionary innovation that reshaped the way people learn and process knowledge with the help of human-like intelligent machines. These machines play a major role in providing customized learning experiences for students and inclusive English language courses for EFL teachers. AI tools showed to be able to help teachers grade their students' scores, evaluate their performance and provide constructive and detailed feedback that could help their correct and improve their performance. These tools also showed to enhance students' language skills development, their motivation and learning

engagement. However, this chapter also showed that this technology has a negative impact on students' academic honesty, integrity and on their critical skills as well. The following chapter presents the practical side of the dissertation conducted, which includes the research methodology.

Chapter Two:

Methodology of Research

Chapter Two: Methodology of Research

Introduction

Research methodology presents the practical side of the presentation. It highlights every step, procedure or tool that has been followed to conduct the study. Moreover, it also offers the rationale behind every decision that have been taken by the researchers in this process. The present chapter presents the research design, method, population and sample, and data collection and analysis procedure.

2.1. Research Paradigm

In research, the paradigm encompasses the world view that manifests the researcher's values, beliefs and understanding of how knowledge is explored, interpreted and information is gained. According to Ebohon, et al (2021), a paradigm is a term used by social scientists to characterize a worldview that is based on philosophical presumptions regarding the nature of reality and social truth. Therefore, the paradigm could be also described as the lens through which the researcher sees the world around him and comprehends its phenomenon. This element is important in research because it provides a guide on how the researcher selects his research methodology and approach his examination to reach the final findings.

Moreover, it is listed that interpretivism and positivism form the main two types or approaches to research paradigm. The positivist approach focuses on the process of designing research; it offers the theoretical foundation for determining which method or methods should be applied for a given study, rather than on the tools or techniques for conducting research (Keong, et al, 2023). On the other hand, the interpretivist paradigm relies heavily on the subjective interpretation of the researcher (Keong, et al, 2023). It means that the researchers involve specific aspects of their comprehension and knowledge to analyze and interpret the data they collect from the participants.

Based on this description, it could be stated that this research is based mostly on the interpretivist paradigm. The study aims to explore teachers' perceptions of the negative impact of AI on language learning, which reflects a focus on understanding individual perspectives and experiences. Interpretivism is aligned with the goal of gaining insights into how people make sense of their world.

2.2. Research Approach

In order to find answers to the main research questions and address the research problem, the researcher uses carefully considered and planned scientific measures during the data gathering and analysis process, these procedures are called research methods. According to Rajasekar, et, al (2013), research methods refer to a variety of techniques, approaches, and instruments that are employed to carry out the process of research in terms of collecting and analyzing the data. Moreover, there are three types of research methods that could be used by researchers to collect and analyze data for their research, they include quantitative, qualitative and mixed-methods approach.

According to Nguyen (2010), the first method is mostly concerned with numerical statistics and accurate results that aim at obtaining precise comprehension of the research topic. This method is often used in experimental studies where the effect of one variable on the other needs to be accurately measured to determine the final outcome of the research. In other words, quantitative methods involve approaching the data collection and analysis process in a numerical statistical manner for the purpose of obtaining accurate results.

The qualitative method, on the other hand, is concerned with collecting and analyzing non-numerical or statistical data in order to obtain comprehension of thoughts, insights, and personal experiences (Bhandari, 2020). This approach is mostly concerned with quality over quantity. It

aims at gaining in-depth comprehension of the data collected about a certain topic of research through reviewing the participants` insights and perceptions. This approach could be noticed to be used in human sciences studies, such as EFL learning and teaching.

The third method includes the mixed-methods approach. The basis of this type of method is the combination of quantitative and qualitative approaches within a single study. According to George (2021), mixed methods approach provides a more complete picture that can be obtained by the researcher using both quantitative and qualitative methods than by using only the quantitative or qualitative method on its own. This approach integrates the benefits of both qualitative and quantitative research approaches to address a particular research problem in order to gain a deeper comprehension of the topic in an accurate and systematic way.

Accordingly, the present study used a mixed-methods research approach because it used both numerical statistics and thematic analysis in interpreting the data collected through the questionnaire. The study is conducted to have an accurate account of the dark side of AI use in the EFL learning process and the strategies that could be followed to reduce its detrimental impact on students, and to gain in-depth comprehension of this phenomenon as well.

2.3. Research Design

Research design is the most fundamental and basic concept in conducting research. This term is identified by Akhtar (2016) as the conceptual blueprint within which research is conducted. It functions as a plan of action that chooses and bases the data collection, analysis, and interpretation techniques primarily on the study problem and key questions. The research design is chosen based on what makes sense in terms of how the study could gather information to address its primary research concerns. Additionally, Crotty (1998) offers a list of inquiries that a well-chosen study design must be able to address in order to qualify. These inquiries include a

description of the research topic, and the type of data required to address this topic, the purpose of the study, the source of the needed data which involves the research methodology, the type of sampling used and other significant inquiries that determine the type of research design to be used in conducting a study.

In a similar vein, Mishra and Alok (2011) clarified that a research design is an extensive account of all the tools and procedures required for the collection, measurement, and interpretation of data. They went on to define it as the logical and systematic arrangement of all required research components in a study. As a result, this research component includes every instrument, process, and choice that is described in carrying out a study, beginning with the gathering, processing, and organizing of data. The exploratory research design is one of the most widely utilized designs in academic research, particularly in the human sciences (which includes languages).

In the human sciences, one of the most popular designs is the exploratory research design. Stebbins (2001) claims that this design entails the discovery of the unknown. It is employed to offer details and an explanation regarding a phenomenon that is unknown or a field of study that is not thoroughly investigated. Generating inductively derived generalizations about the group, process, activity, or circumstance under examination is the main goal of exploratory research (Stebbins, 2001). In other words, its primary purpose is to produce understanding of a certain topic so that the results can be applied to a wider population. The case study design is also popular in research. According to Coombs (2022), this design is a methodological research technique for producing a thorough grasp of a current problem or phenomena in a confined system. Therefore, this research design is used when the aim of the study is to generate a thorough and in-depth comprehension of a research topic or a specific phenomenon.

Accordingly, the present study employs a case study research design because it meets the research aims and objectives. This design is effective in exploring teachers' perspectives of the dark side of using AI in language learning and provide background information and in-depth comprehension about this topic.

2.4. Population of the Study

Shukla (2020) states that the foundation of the entire research lays on the objectives. The study's aims make clear to which group the research' findings can be applied or for which group they can be generalized. In research, this group is referred to as the population. Some researchers, however, substitute the word "universe" for "population". Thus, the population refers to a large group of people who attracts the attention of the researchers to examine their interaction with the research topic.

The population of the present study includes teachers of English language at Bordj Bou Arreridj University. They are selected because they are likely to provide relevant information about their students' use of AI tools in their work and its impact on critical thinking and academic integrity.

2.5. Sample and Sampling Technique

On the other hand, a sample is known as a portion of the population that could represents it. This means that the units chosen from the population as a sample must accurately reflect all of the traits and characteristics of the various kinds of population units (Shukla, 2020). In other words, it could be stated that a research sample is a subset of the research population that is selected to be included in the study to represent the entire population. Since the population includes large numbers of members, the sample is selected to make the data collection process more feasible.

Furthermore, sampling techniques are the methods with which the sample is selected from the entire population. According to Shukla (2020), the sample is selected using a sampling technique, which can be either probability or non-probability based. Probability sampling methods include simple random sampling, stratified random sampling, and cluster sampling. Non-probability sampling methods include convenience sampling, purposive sampling, and snowball sampling. The sample size and selection should be appropriate and justified.

The sampling technique that is used in the present study is non-probability sampling, specifically purposive sampling, for its suitability to the research conditions. It is based on the selection of participants based on the purpose of the study. The study aims to explore the teachers' perceptions of the negative impact of AI on language learning. Purposive sampling allows the researcher to select individuals who are directly relevant to the research focus (in this case, teachers of English language who have experience with AI tools in their teaching). These teachers are likely to have the necessary knowledge and insight to answer the research questions.

2.6. Data Collection

The process of obtaining and examining relevant variable information in a methodical and defined way with the aim of addressing specific research inquiries, testing theories, and assessing outcomes is known as data collecting (Kabir, 2016). This process entails collecting information from participants in order to evaluate the study variables through the use of different materials and instruments. The tool employed in the present study includes an online questionnaire with teachers to explore their perceptions of the dark side of AI use in language learning at the university level.

2.6.1. Teachers' Questionnaire

The questionnaire is divided into four main sections, with likert scale statement, close-ended and open-ended questions (See Appendix A).

Section 1: Background Information

The first section aims at collecting background information about the participants, including their academic rank, their degree, their experience in teaching English at the university, and their familiarity with AI tools in education.

Section 2: Observations & Frequency of Use

The second section aims at exploring participants' perceptions of their students' use of AI tools. It highlights the areas in which AI has the most negative impact on students' learning process, and the frequency of students' reliance on these tools.

Section 3: AI Tools and their Impact

The third section aims at examining the impact of AI tools on students' learning process. It highlights the impact of these tools on their academic integrity, critical thinking, and language acquisition.

Section 4: Teachers' Concerns and Suggestions *(Open-ended)*

The fourth section aims at obtaining participants' suggestions and recommendations through open-ended questions. It examines the strategies that participants suggest to encourage ethical and critical use of AI in language learning, and the institutional policies or support recommended to address the risks associated with AI.

2.6.2. Administration of Teachers' Questionnaire

The questionnaire was posted online using Google Forms platform. It was posted on a Facebook group that included teachers of English from different Algerian universities. The questionnaire was shared on May 3rd, 2025.

2.7. Data Analysis

The data analysis is the last step in conducting a study. In this process, the researchers interpret the data collected through the research instruments and organize them in order to draw their final conclusion. Just like the data collection, the data analysis is also carried out using tools and instruments. The present study uses SPSS IBM software to interpret the data collected through the questionnaire.

2.8. Limitations of the Study

One of the main limitations of the present study was to find available teachers who can volunteer their time to answer the questionnaire. However, most educators were reluctant due to their tight teaching schedules. Therefore, the online questionnaire was used to overcome this limitation.

In terms of the delimitations, the study's narrow scope was effective in maintaining the focus of the study and gaining in-depth comprehension of the dark side of using AI in education. The selection of EFL teachers as the population enabled the researchers to have precise perceptions of the use of this technology in this specific field of study in higher education.

2.9. Issues of Trustworthiness and Ethical Considerations

Trustworthiness is a foundational concept in qualitative research, ensuring that findings are credible, dependable, confirmable, and transferable (Amankwaa, 2016). In order to maintain the ethical proportions of this study, it was ensured that all the information collected from the participants were used for research sake only. Therefore, confidentiality was ensured throughout the process of conducting this study.

2.10. Internal Validity of the Questionnaire

Table 2.1

Internal Validity of the Tool

Internal Validity of the Tool	Correlation	Significance
	0.86	0.01

****Significant at the *p* =0.01 level**

The table demonstrates that the correlation coefficient of the study tool is statistically significant at the level (0.01). As the value of the validity of the current tool, was proven to reach (0.86). As a result, the coefficient correlation of validity is high and the tool is valid.

2.11. Reliability of the Questionnaire

Table 2.2

Reliability of the Questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.97	0.98	17

The table represents the stability factor of the present research instrument. The stability of questionnaire reached (0.98), which is high and suitable for study purposes. Hence, the development of the questionnaire is reliable.

Conclusion

This chapter explained all the procedures and tools undertook in conducting the present study. It highlighted how data were collected and organized in order to be analyzed and interpreted. The following chapter provides more insights and explanation of this process of analysis and highlight

Chapter Three:

Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

Introduction

This chapter presents the last procedure in conducting the study. This phase includes analyzing, interpreting and discussing the data collected from the participants through the research instrument. Therefore, the present chapter presents the data analysis of the questionnaire, discussion of the findings, implications and pedagogical recommendations, limitations and ethical considerations, in addition to the general conclusion of the research.

3.1. Analysis of the Teachers' Questionnaire

The analysis of the questionnaire is conducted through descriptive statistics using SPSS IBM software version 21. The results are presented as follows:

Section 1: Background Information

1. Academic Rank

Table 3.1

Participants' Academic Rank

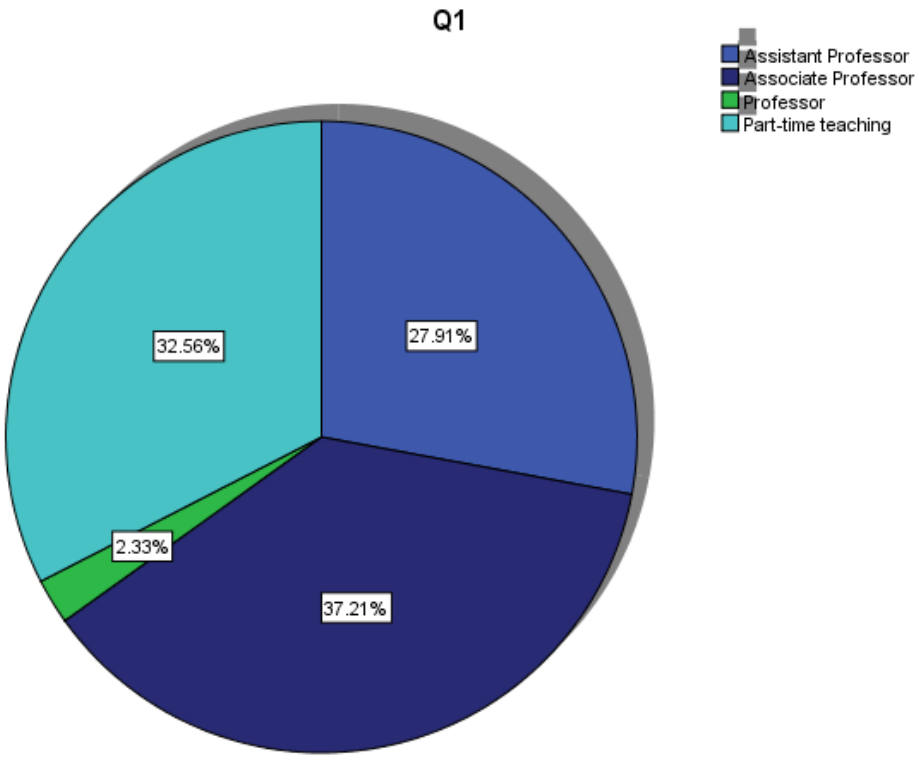
	Frequency	Valid Percent
Assistant Professor	12	27.9
Associate Professor	16	37.2
Professor	1	2.3
Part-time teaching	14	32.6
Total	43	100.0

Table (3.1) represents participants' academic position. It is illustrated through the data presented that most participants hold the position of an "Associate Professor" or "Assistant Professor" with a percentage of (37.2%) and (27.9%) respectively. A large percentage (32.6%) of

participants also indicated to be in “Part-time teaching”, while few participants (one) revealed to hold the degree of a “Professor” with a percentage of (2.3%). Given that all of the participants appear to have a formal academic background and teaching experience, these findings point to a reasonably experienced and professionally engaged sample that is probably well-versed in educational technologies and pedagogical techniques.

Figure 3.1

Participants’ Academic Rank



2. Highest Degree Obtained

Table 3.2

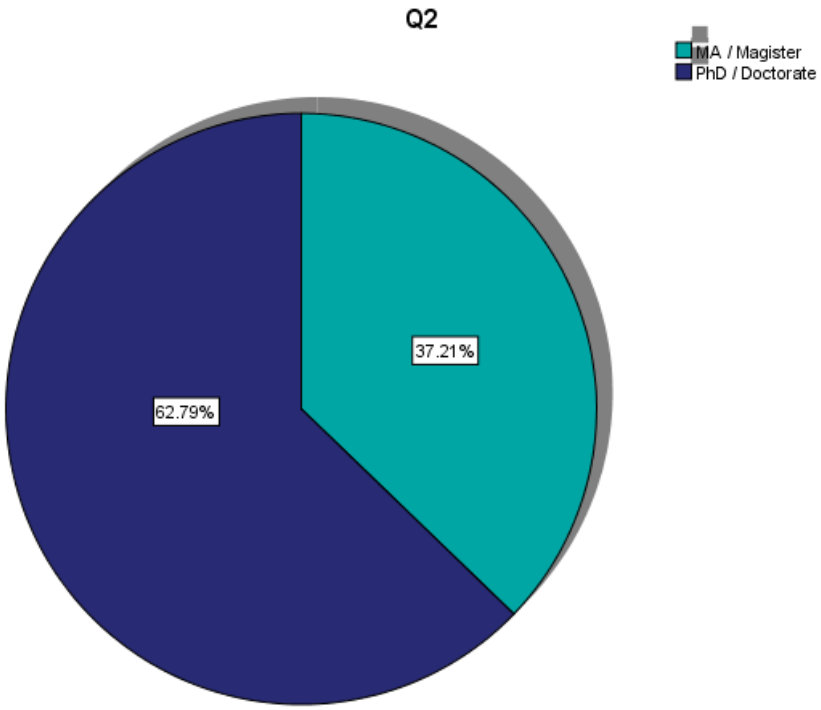
Participants' Academic Qualification

		Frequency	Valid Percent
	MA / Magister	16	37.2
	PhD / Doctorate	27	62.8
	Total	43	100.0

Table (3.2) highlights participants' academic qualification. It is indicated that most participants have "PhD / Doctorate" in English studies with a percentage of (62.8%). They are followed by (37.2%) of the participants who indicated to have "MA / Magister". These results confirm the previous assumption, highlighting participants' advanced academic qualification and expertise in their teaching fields that suggest their exposure to different teaching methods and technologies in their careers.

Figure 3.2

Participants' Academic Qualification



3. Years of Experience in Teaching English at University Level

Table 3.3

Participants' Teaching Experience

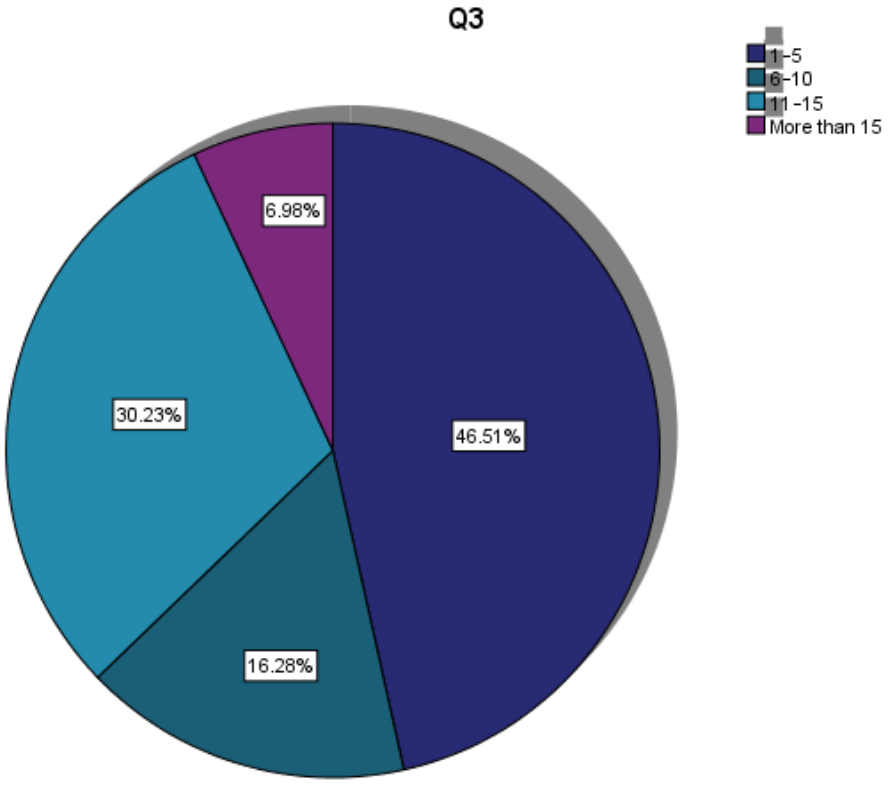
		Frequency	Valid Percent
	1–5	20	46.5
	6–10	7	16.3
	11–15	13	30.2

More than 15	3	7.0
Total	43	100.0

Table (3.3) illustrates participants' teaching experience. The data reveals that most participants have been teaching English at University for "1–5" or "11–15" years with a percentage of (46.5%) and (30.2%) respectively. They are followed by (16.3%) and (7%) of participants who have been teaching English at university for about "6–10" or "More than 15" years. These findings indicate that the participants have varying degrees of experience ranging from early stages in teaching to more than decades of teaching experience. Thus, they could provide different insights into the use of AI technologies across different stages of their careers.

Figure 3.3

Participants' Teaching Experience



4. Familiarity with AI Tools Used in Education (e.g., ChatGPT, Grammarly, QuillBot, etc.)

Table 3.4

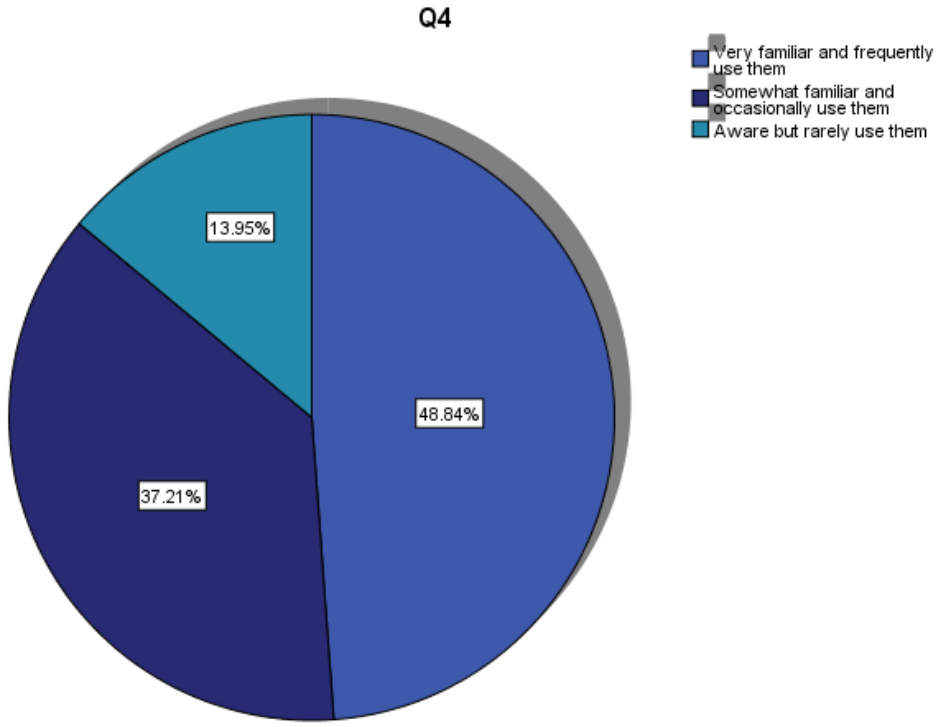
Participants' Familiarity with AI Tools in Education

	Frequency	**Valid Percent**
Very familiar and frequently use them	21	48.8
Somewhat familiar and occasionally use them	16	37.2
Aware but rarely use them	6	14.0
Total	43	100.0

Table (3.4) demonstrates participants' familiarity with AI tools in language education. The data presented shows that most participants expressed themselves to be "Very familiar and frequently use them" or "Somewhat familiar and occasionally use them" with a percentage of (48.8%) and (37.2%) respectively. Few participants however, showed that they are "Aware but rarely use them" with a percentage of (14%). These findings indicate the widespread use of AI tools by the participants, which means that could provide valid insights into the benefits and drawbacks of these tools in the context of EFL learning and teaching based on their own teaching experience.

Figure 3.4

Participants' Familiarity with AI Tools in Education



Section 2: Observations & Frequency of Use

5. In which areas do you observe the most negative impact of AI tools on students?

Please specify any other tasks

Table 3.5

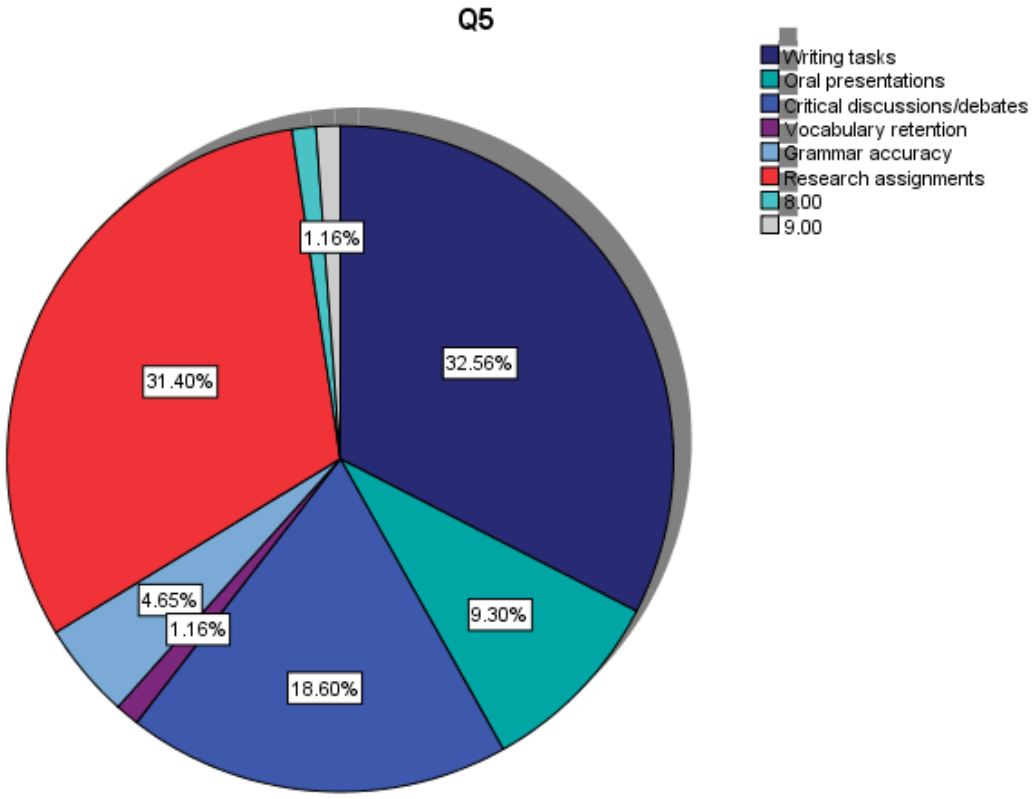
Negative Impact of AI Tools on EFL Students

	Frequency	Valid Percent
Writing tasks	13	33
Oral presentations	8	9.3
Critical discussions/debates	6	18.6
Vocabulary retention	1	1.2
Grammar accuracy	4	4.7
Research assignments	11	31.4
Total	43	100.0

Table (3.5) highlights the negative impact of AI tools in EFL students. It is demonstrated through the data collected that most participants consider “Writing tasks” or “Research assignments” to the most negative impact of AI tools on students with a percentage of (33%) and (31.4%) respectively. They are followed by (18.6%) of the participants who chose “Critical discussions/debates”, while (9.3%) chose “Oral presentations”. Moreover, the remaining participants chose “Grammar accuracy” and “Vocabulary retention” with varying percentages of (4.7%) and (1.2%). These results suggest that AI has the most detrimental effect on developing EFL students’ writing performance and research assignments.

Figure 3.5

Negative Impact of AI Tools on EFL Students



6. How often do you observe that students are dependent on AI tools (e.g., for writing, translation, problem-solving)?

Table 3.6

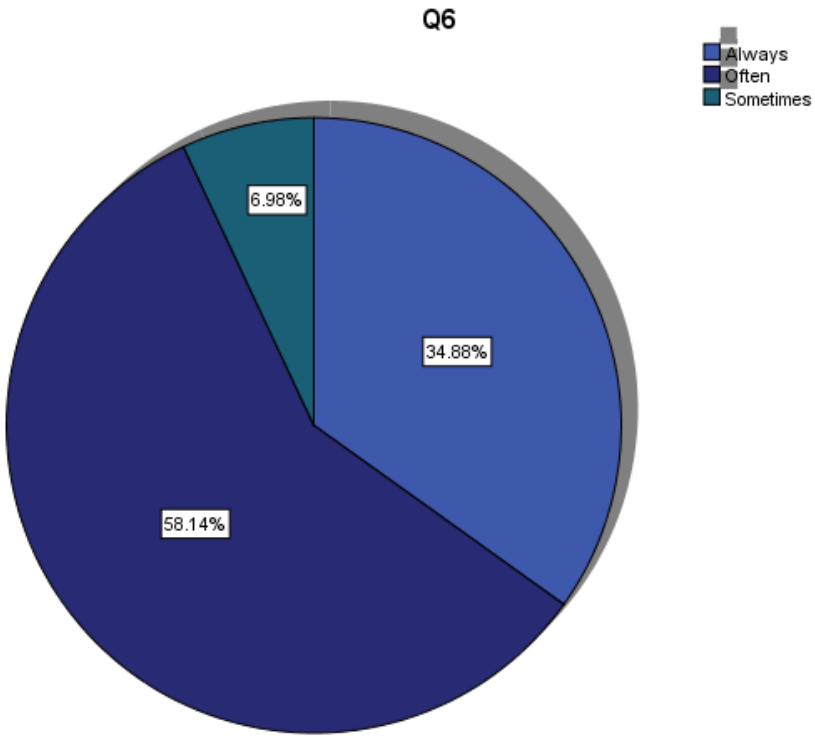
Students' Reliance on AI Tools in their Education

	Frequency	Valid Percent
Always	15	34.9
Often	25	58.1
Sometimes	3	7.0
Total	43	100.0

Table (3.6) indicates participants' reliance on AI tools in their education. It shows through the data presented that most participants indicated that their students use these tools "Often" with a percentage of (58.1%). They are followed by (34.9%) of the participants who chose "Always", while (7%) of them chose "Sometimes". This shows the frequent use of AI tools by university students as part of their learning methods.

Figure 3.6

Students' Reliance on AI Tools in their Education



7.What methods, if any, do you currently use to detect potential AI-generated language in your EFL students' assignments? (Select all that apply)

Table 3.7

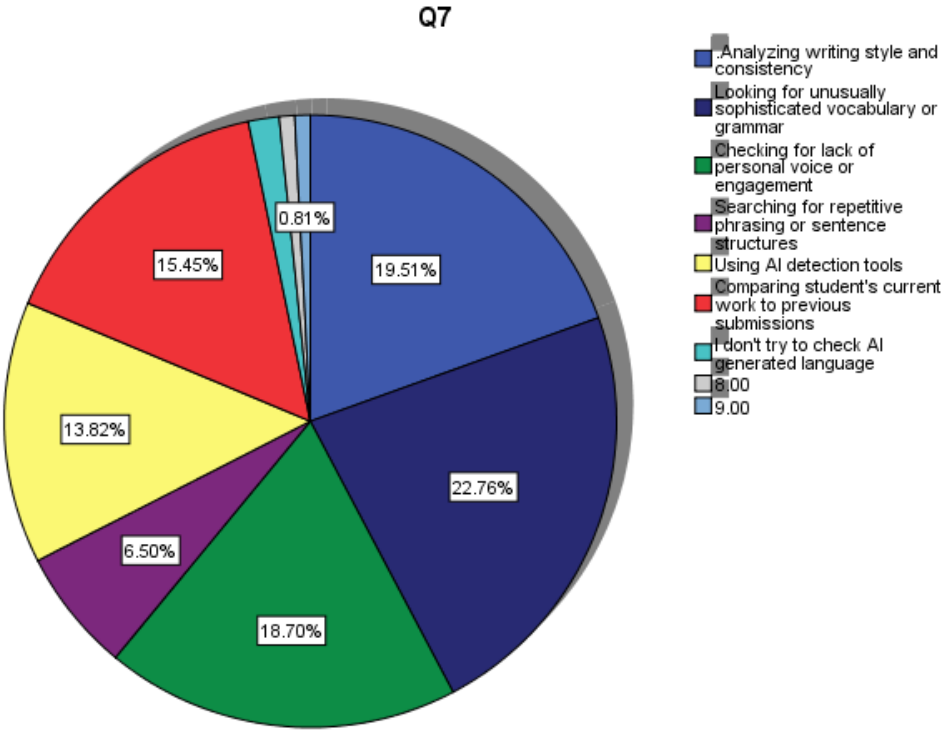
Participants' Detection of AI-Generated Language

	Frequency	Valid Percent
Analyzing writing style and consistency	10	19.5
Looking for unusually sophisticated vocabulary or grammar	14	22.8
Checking for lack of personal voice or engagement	7	18.7
Searching for repetitive phrasing or sentence structures	3	6.5
Using AI detection tools	4	13.8
Comparing student's current work to previous submissions	5	15.4
I don't try to check AI generated language	2	1.6
Total	43	100.0

Table (3.7) demonstrates participants' ability to detect AI-generated language. It shows through the data presented that most participants "Look for unusually sophisticated vocabulary or grammar" or "Analyze writing style and consistency" or "Check for lack of personal voice or engagement" to detect AI-generated work with a percentage of (22.8%), (19.5%) and (18.7%) respectively. There are also some participants who "Compare student's current work to previous submissions" or "Use AI detection tools" with a percentage of (15.4%) and (13.8%) successively. Few participants expressed that they "Search for repetitive phrasing or sentence structures" or "don't try to check AI generated language" at all with a percentage of (6.5%) and (1.6%) respectively. These results show the main techniques that teachers use to detect if their students submitted AI-generated work in their assignments. The responses provided a wide range of strategies that could help other teachers in detecting their own students' work and their academic integrity.

Figure 3.7

Participants' Detection of AI-Generated Language



Section 3: AI Tools and Their Impact

8. Rate the statements below on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

S1. AI tools have increased the risk of plagiarism among students.

Table 3.8

Role of AI Tools in Increasing the Risk of Plagiarism

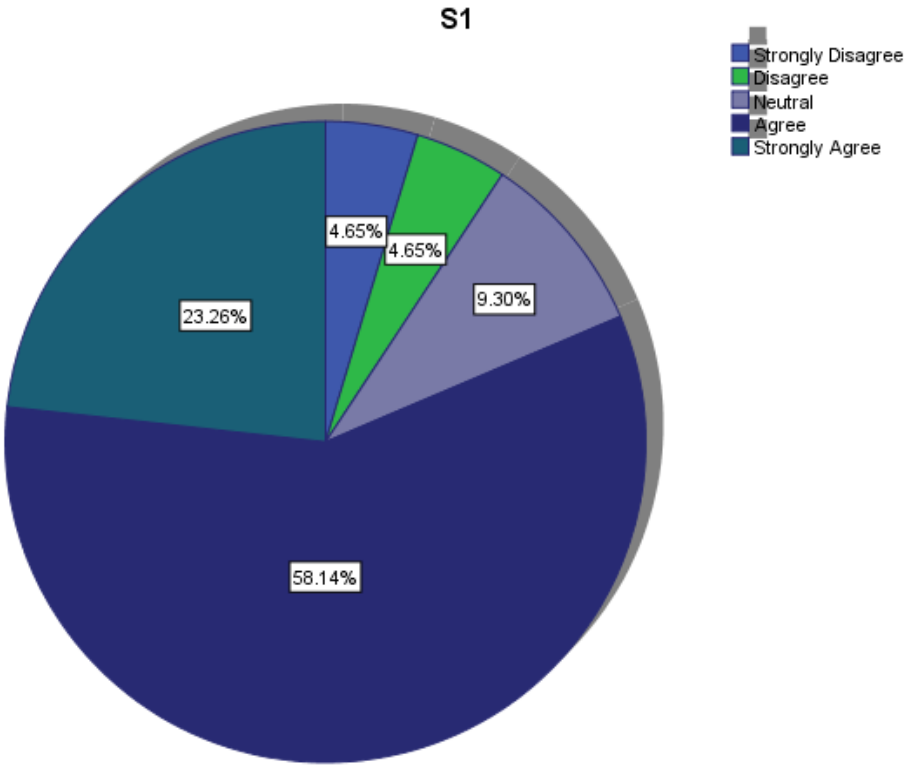
		Frequency	Valid Percent
	Strongly Disagree	2	4.7

Disagree	2	4.7
Neutral	4	9.3
Agree	25	58.1
Strongly Agree	10	23.3
Total	43	100.0

Table (3.8) highlights participants' perceptions of the role of AI tools in increasing plagiarism among EFL students. It shows through data presented that most participants "Agree" and "Strongly Agree" that AI tools have increased the risk of plagiarism among students with a percentage of (58.1%) and (23.3%) respectively. They are followed by (9.3%) of participants who chose to be "Neutral", indicating their uncertainty. Moreover, few participants chose to "Strongly Disagree" and "Disagree" with the statement with an equal percentage of (4.7%).

Figure 3.8

Role of AI Tools in Increasing the Risk of Plagiarism



S2. Students are more likely to submit work generated or paraphrased by AI without acknowledgment

Table 3.9

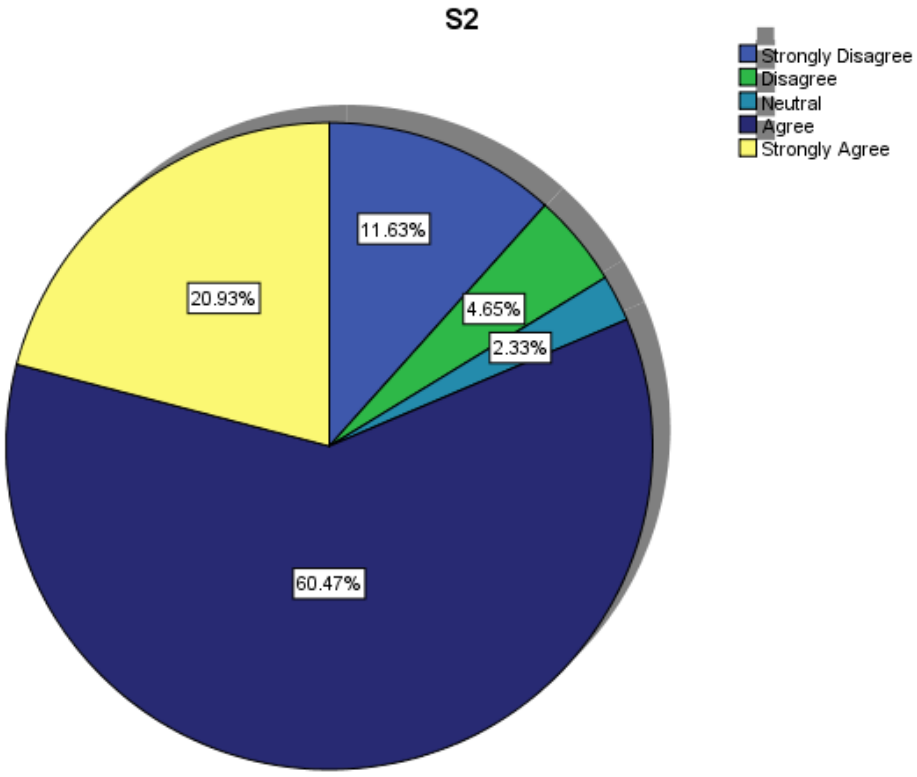
Students' Submission of SI-Generated Assignments

	Frequency	Valid Percent
Strongly Disagree	5	11.6
Disagree	2	4.7
Neutral	1	2.3
Agree	26	60.5
Strongly Agree	9	20.9
Total	43	100.0

Table (3.9) shows students' submission of AI-generated assignments to their teacher. It is demonstrated through the data collected that most participants "Agree" and "Strongly Agree" that students are more likely to submit work generated or paraphrased by AI without acknowledgment, with a successive percentage of (60.5%) and (20.9%). They are followed by other participants who chose "Strongly Disagree" and "Disagree" with a percentage of (11.6%) and (4.7%) respectively, while (2.3%) decided to stay "Neutral" towards the statement, indicating their uncertainty.

Figure 3.9

Students' Submission of SI-Generated Assignments



S3. Detecting AI-generated content is becoming increasingly difficult

Table 3.10

Challenges of Detecting AI-Generated Content for Teachers

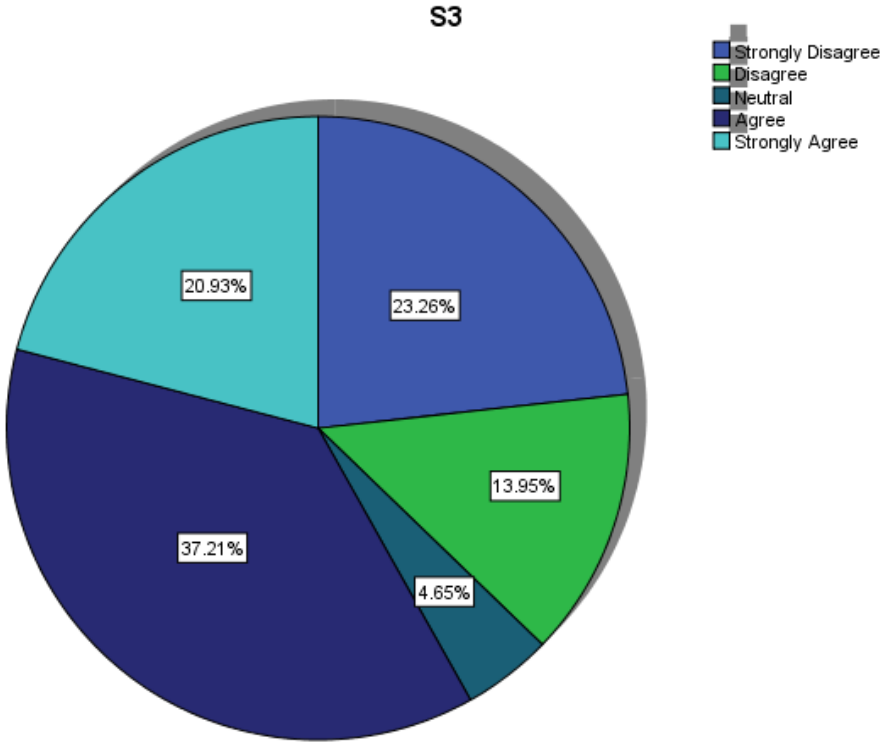
	Frequency	Valid Percent
Strongly Disagree	10	23.3
Disagree	6	14.0
Neutral	2	4.7
Agree	16	37.2
Strongly Agree	9	20.9
Total	43	100.0

Table (3.10) illustrates participants' challenges in detecting AI-generated content. It is clear through the statistics presented that the majority of participants "Agree" and "Strongly Agree" that

detecting AI-generated content is becoming increasingly difficult, with a percentage of (37.2%) and (20.9%) respectively. They are followed by other participants who chose to "Strongly Disagree" and "Disagree" with the statement with a percentage of (23.3%) and (14%) respectively, indicating their ability in detecting AI-generated work submitted by the students. There are few participants (4.7%) who chose "Neutral", expressing their uncertainty towards the statement.

Figure 3.10

Challenges of Detecting AI-Generated Content for Teachers



S4. The use of AI undermines students' sense of ownership over their academic work

Table 3.11

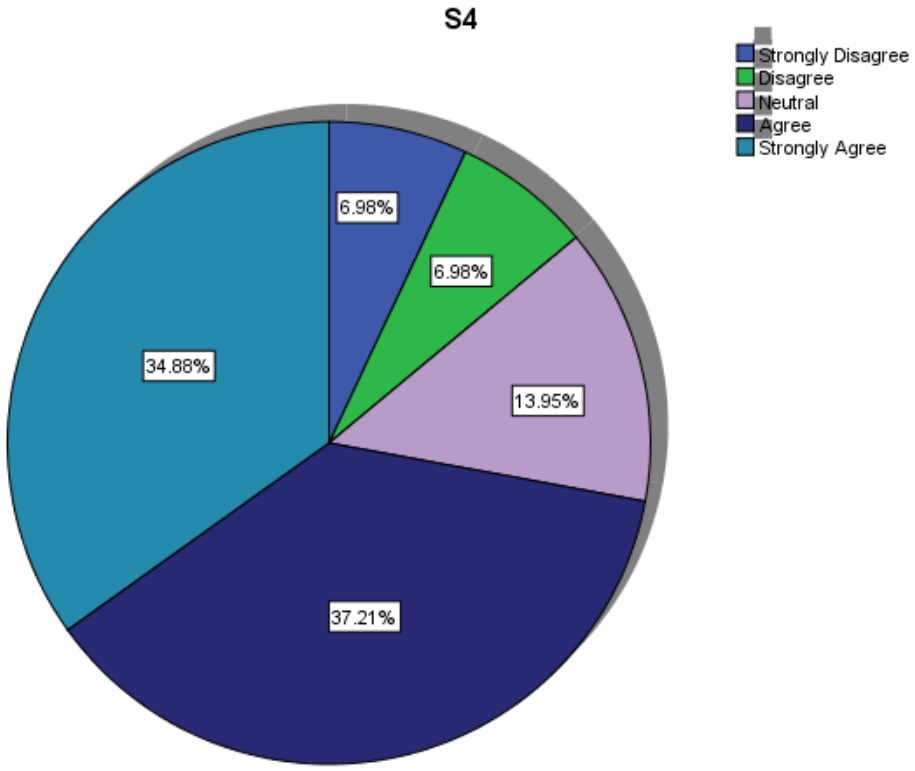
Effects of AI Use on Undermining Students' Ownership of their Work

	Frequency	Valid Percent
Strongly Disagree	3	7.0
Disagree	3	7.0
Neutral	6	14.0
Agree	16	37.2
Strongly Agree	15	34.9
Total	43	100.0

Table (3.11) demonstrates participants' perceptions towards the effects of AI use on undermining students' ownership of their work. It is indicated that the majority of participants "Agree" and "Strongly Agree" that the use of AI undermines students' sense of ownership over their academic work, with a percentage of (37.2%) and (37.2%) respectively. They are followed by (14%) of participants who chose "Neutral", indicating their uncertainty, while (7%) chose to "Strongly Disagree" or "Disagree" with the statement.

Figure 3.11

Effects of AI Use on Undermining Students' Ownership of their Work



S5. Institutions need clearer policies on AI-assisted work and academic dishonesty.

Table 3.12

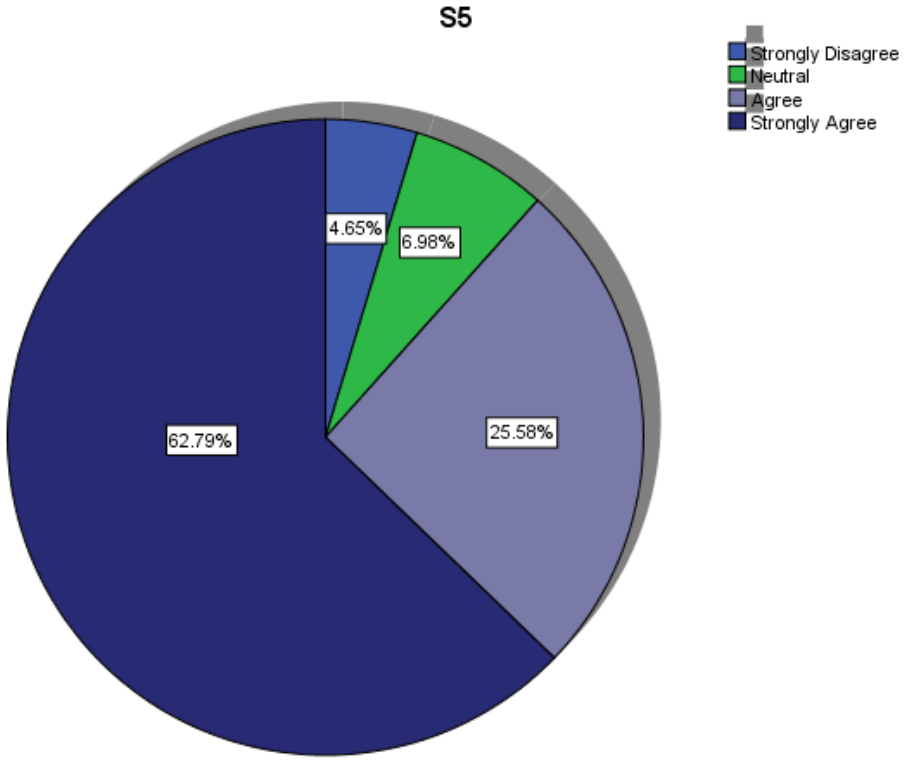
Need for Clear Policies to Preserve Academic Integrity

		Frequency	Valid Percent
	Strongly Disagree	2	4.7
	Neutral	3	7.0
	Agree	11	25.6
	Strongly Agree	27	62.8
	Total	43	100.0

Table (3.12) indicates participants' need for clear policies to preserve academic integrity. It shows through the data presented that most participants "Strongly Agree" and "Agree" that institutions need clearer policies on AI-assisted work and academic dishonesty, with a percentage of (62.8%) and (25.6%) respectively. They are followed by (7%) of participants who chose "Neutral", while (4.7%) chose to "Strongly Disagree" with the statement.

Figure 3.12

Need for Clear Policies to Preserve Academic Integrity



S6. Reliance on AI tools discourages students from thinking independently

Table 3.13

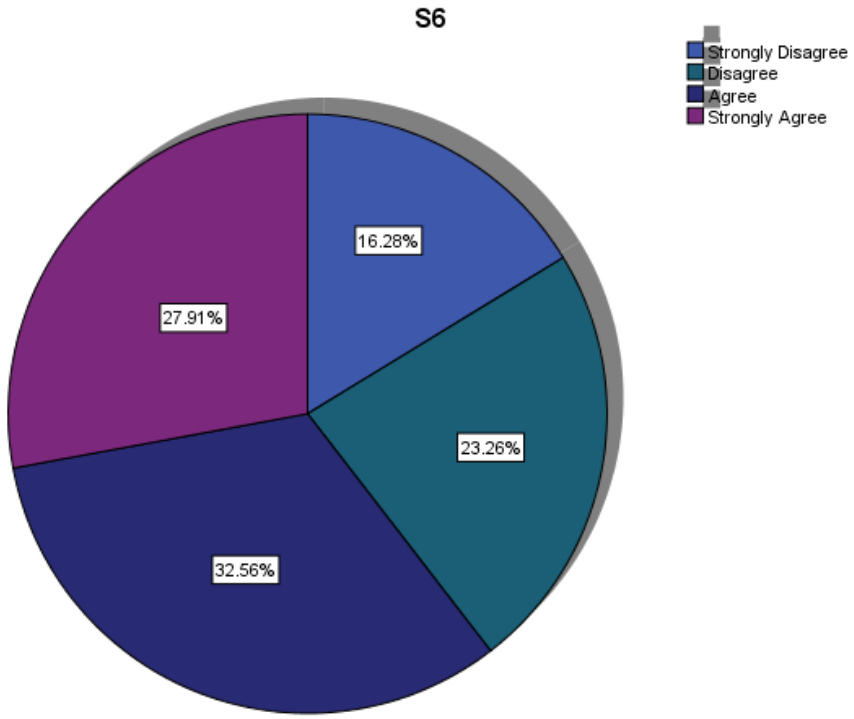
Role of AI in Discouraging Students' Independent Thinking

	Frequency	Valid Percent
Strongly Disagree	7	16.3
Disagree	10	23.3
Agree	14	32.6
Strongly Agree	12	27.9
Total	43	100.0

Table (3.13) represents participants' perceptions towards the role of AI in discouraging independent thinking. It is illustrated through the data presented that the majority of participants "Agree" and "Strongly Agree" that reliance on AI tools discourages students from thinking independently, with a percentage of (32.6%) and (27.9%) respectively. They are followed by other participants who chose to "Disagree" or "Strongly Disagree" with the statement with a successive percentage of (23.3%) and (16.3%). This shows that while some teachers believe that AI encourages independent learning or thinking, the majority believe that reliance on this technology reduces students' ability to think.

Figure 3.13

Role of AI in Discouraging Students' Independent Thinking



S7. AI tools provide instant answers that reduce opportunities for deep reflection.

Table 3.14

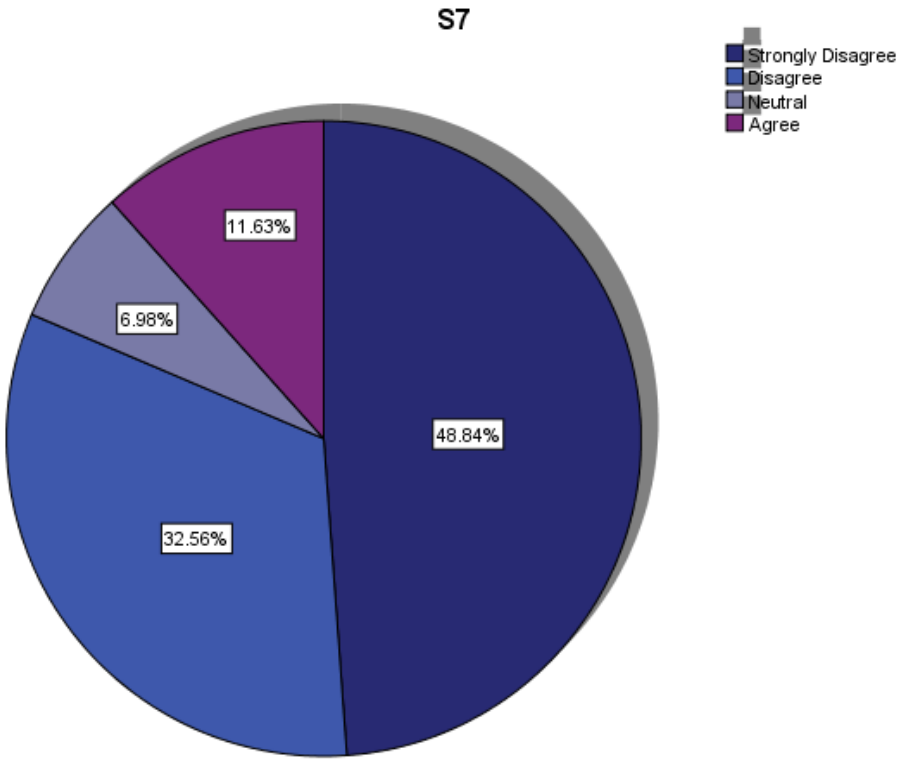
Role of AI Tools in Reducing Deep Reflection

		Frequency	Valid Percent
	Strongly Disagree	21	48.8
	Disagree	14	32.6
	Neutral	3	7.0
	Agree	5	11.6
	Total	43	100.0

Table (3.14) demonstrates participants' perceptions of the role of AI tools in reducing deep reflection. The statistics presented show that most participants "Strongly Disagree" and "Disagree" with the statement that AI tools provide instant answers that reduce opportunities for deep reflection, with a percentage of (48.8%) and (32.6%) respectively. They are followed by participants who chose "Agree" with the statement with a percentage of (11.6%), and (7%) who chose "Neutral". According to the statistics, most participants have a generally positive attitude toward the use of AI tools, rejecting the idea that these tools inevitably lower the standard of reflective learning.

Figure 3.14

Role of AI Tools in Reducing Deep Reflection



S8. Overuse of AI content generation tools limits students' ability to analyze and evaluate information critically.

Table 3.15

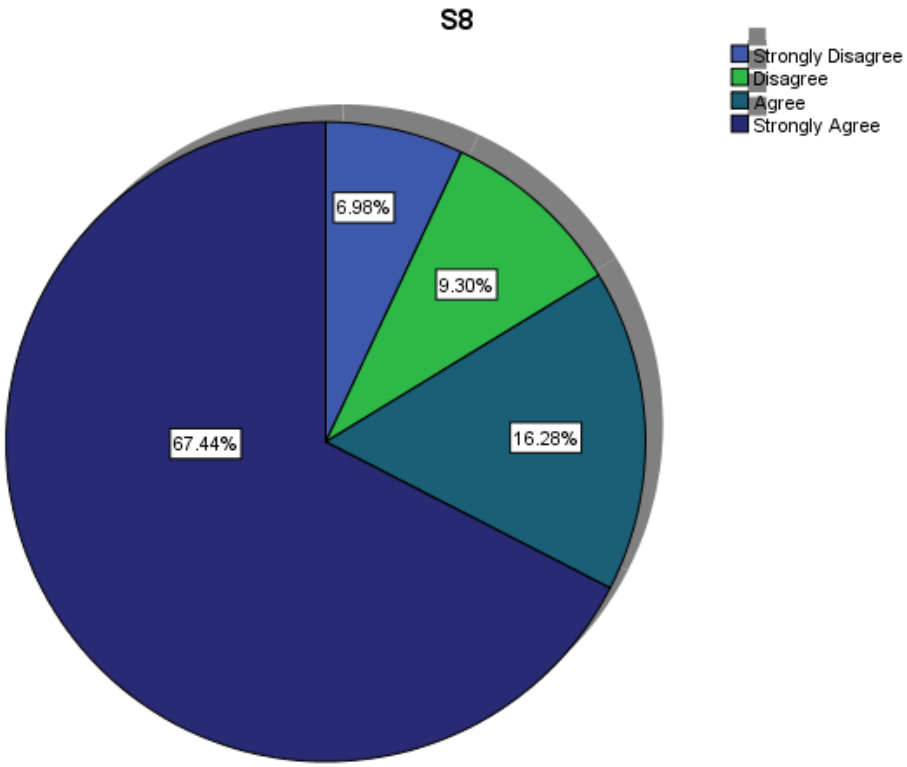
Role of AI Tools in Reducing Students' Analysis and Evaluation Ability

	Frequency	Valid Percent
Strongly Disagree	3	7.0
Disagree	4	9.3
Agree	7	16.3
Strongly Agree	29	67.4
Total	43	100.0

Table (3.15) presents participants' perceptions of the role of AI tools in reducing students' analysis and evaluation ability. It is demonstrated through the data presented that most participants "Strongly Agree" and "Agree" that the overuse of AI content generation tools limits students' ability to analyze and evaluate information critically, with a percentage of (67.4%) and (16.3%) respectively. They are followed by few participants who chose to "Disagree" or "Strongly Disagree" with the statement with successive percentages of (9.3%) and (7%).

Figure 3.15

Role of AI Tools in Reducing Students' Analysis and Evaluation Ability



S9. Students use AI as a shortcut instead of engaging with the learning process.

Table 3.16

Students' Use of AI Tools to Shorten their Learning Process

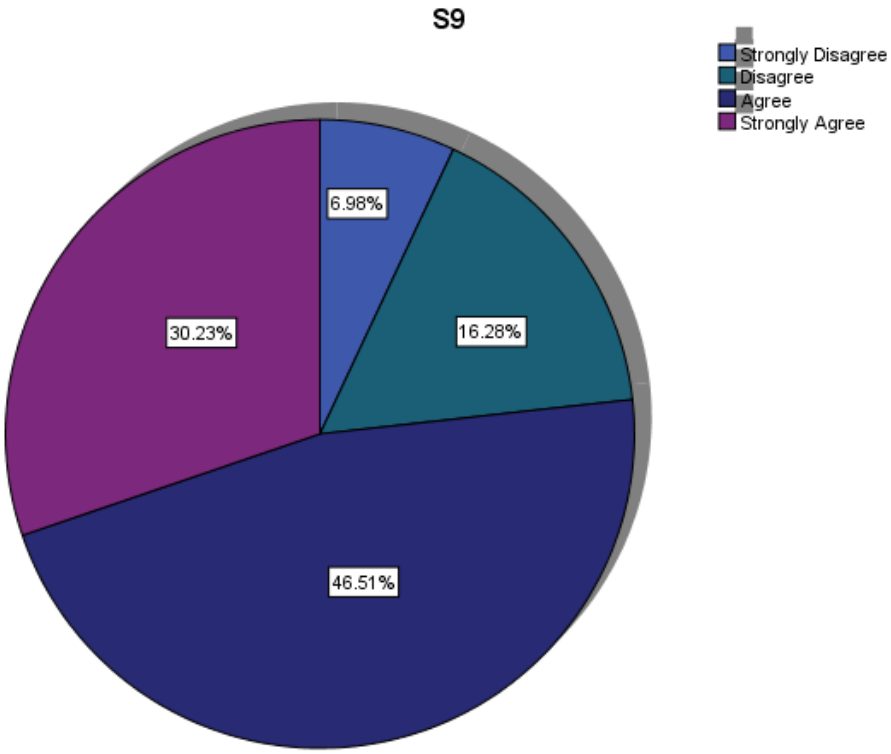
	Frequency	Valid Percent

	Strongly Disagree	3	7.0
	Disagree	7	16.3
	Agree	20	46.5
	Strongly Agree	13	30.2
	Total	43	100.0

Table (3.16) highlights students' use of AI tools to shorten their learning process. It shows through the data collected that the majority of participants "Agree" and "Strongly Agree" that students use AI as a shortcut instead of engaging with the learning process with a percentage of (46.5%) and (30.2%) respectively. They are followed by some participants who chose to "Disagree" or "Strongly Disagree" with the statement with a percentage of (16.3%) and (7%) respectively.

Figure 3.16

Students' Use of AI Tools to Shorten their Learning Process



S10. Educators must adapt pedagogical strategies to reinforce critical thinking in the AI era.

Table 3.17

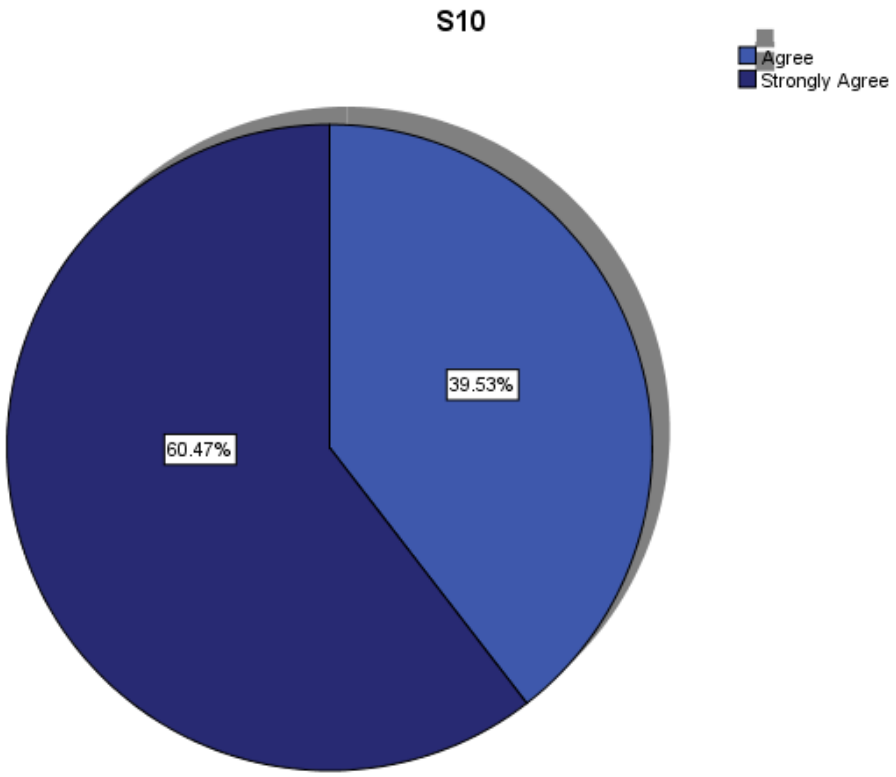
Need for Adapting Pedagogical Strategies to Reinforce Students' Critical Thinking

		Frequency	Valid Percent
	Agree	17	39.5
	Strongly Agree	26	60.5
	Total	43	100.0

Table (3.17) represents participants' perceptions of the need for adopting pedagogical strategies to reinforce students' critical thinking. It shows through the data presented that all participants "Strongly Agree" and "Agree" that educators must adapt pedagogical strategies to reinforce critical thinking in the AI era, with a percentage of (60.5%) and (39.5%) respectively.

Figure 3.17

Need for Adapting Pedagogical Strategies to Reinforce Students' Critical Thinking



S11. Frequent use of AI tools hampers students' productive skills (speaking/writing).

Table 3.18

Role of Frequent Use of AI on Reducing Students' Productive Skills

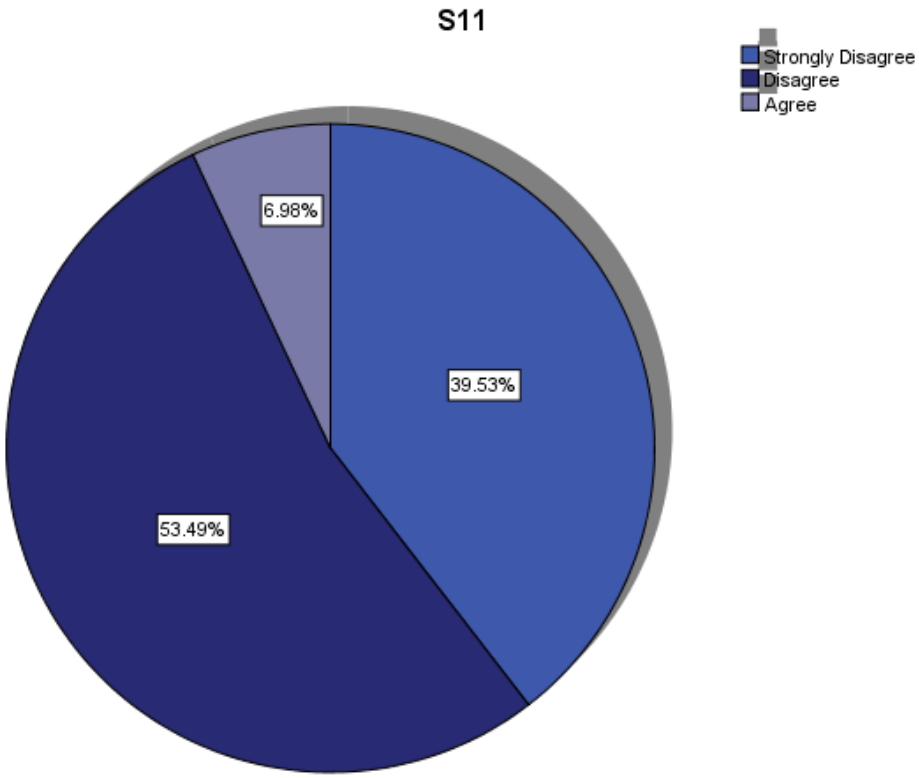
	Frequency	Valid Percent
Strongly Disagree	17	39.5
Disagree	23	53.5
Agree	3	7.0
Total	43	100.0

Table (3.18) demonstrates participants' perceptions of frequent use of AI on reducing productive skills. The data shows that the majority of participants "Strongly Disagree" and "Disagree" with the statement that suggests that frequent use of AI tools hampers students'

productive skills (speaking/writing), with a percentage of (53.5%) and (39.5%) respectively. They are followed by (7%) of participants who “Agree” with the statement. This shows that teachers do not believe that using AI frequently could hinder students’ productive skills if this technology was used within ethical and beneficial framework.

Figure 3.18

Role of Frequent Use of AI on Reducing Students’ Productive Skills



S12. AI-generated feedback lacks the pedagogical value of human feedback.

Table 3.19

Absence of Pedagogical Value in AI-Generated Feedback

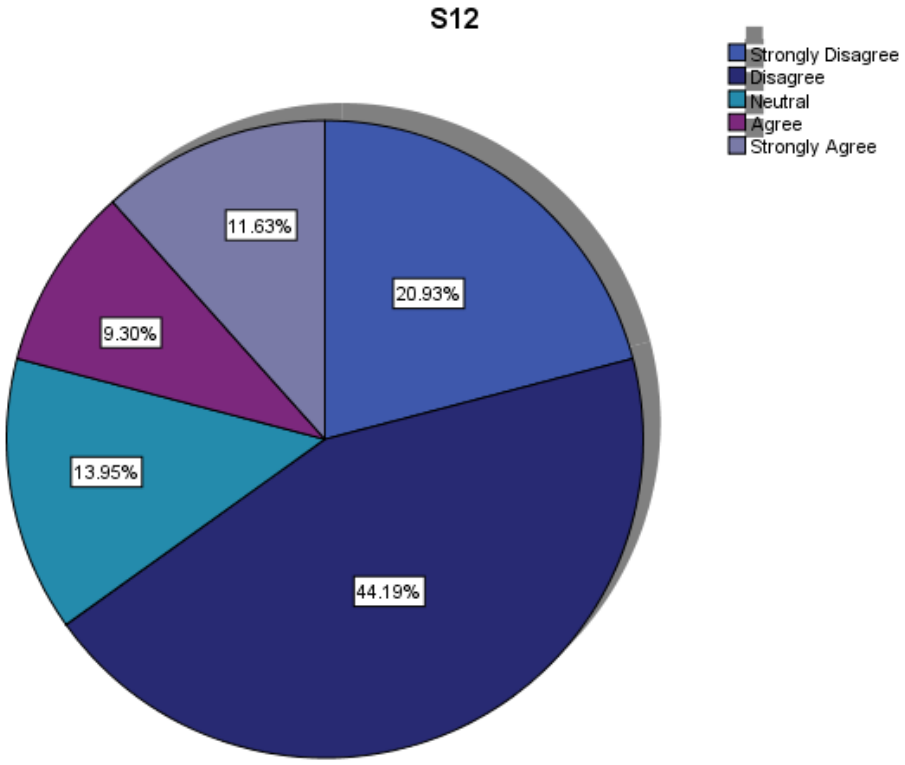
	Frequency	Valid Percent

	Strongly Disagree	9	20.9
	Disagree	19	44.2
	Neutral	6	14.0
	Agree	4	9.3
	Strongly Agree	5	11.6
	Total	43	100.0

Table (3.19) indicates participants' perceptions of the absence of pedagogical value in AI-generated feedback. It shows through the data presented that the majority of participants "Disagree" and "Strongly Disagree" that AI-generated feedback lacks the pedagogical value of human feedback, with a percentage of (44.2%) and (20.9%) respectively. This reflects the aspect that teachers believe in the effectiveness of AI-generated feedback and its efficacy compared with human feedback. There are some participants who chose "Neutral" with a percentage of (14%). The few remaining participants selected "Strongly Agree" and "Agree" with a percentage of (11.6%) and (9.3%) respectively.

Figure 3.19

Absence of Pedagogical Value in AI-Generated Feedback



S13. Students become overly dependent on AI for grammar and vocabulary, weakening their retention.

Table 3.20

Role of AI Dependence on Weakening Students' Retention

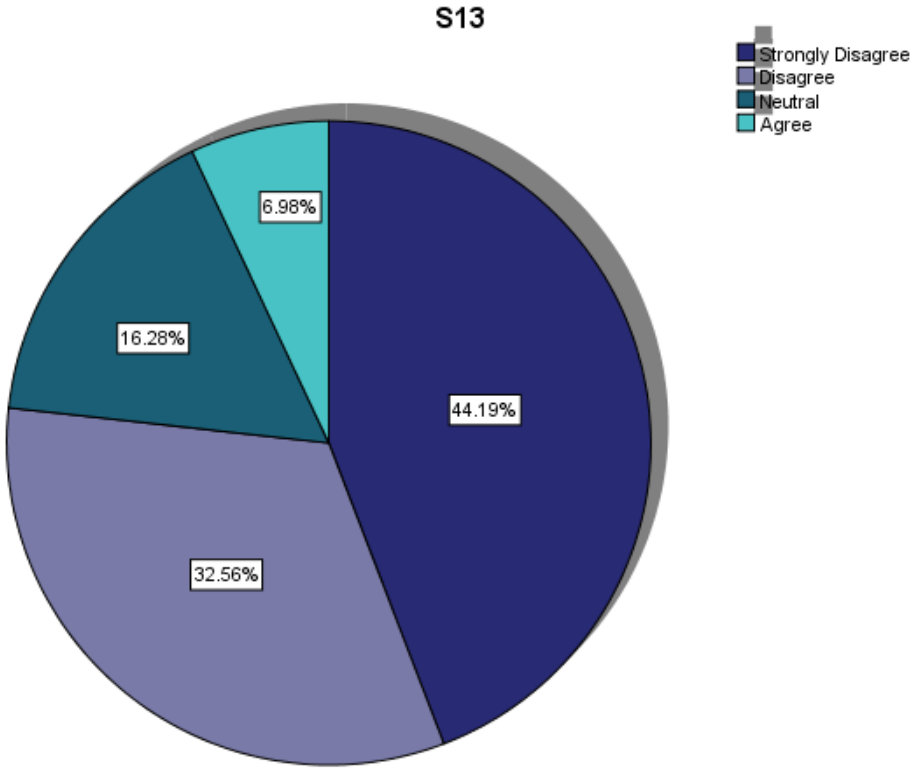
	Frequency	Valid Percent
Strongly Disagree	19	44.2
Disagree	14	32.6
Neutral	7	16.3
Agree	3	7.0
Total	43	100.0

Table (3.20) represents participants' perceptions of the role of AI dependence on weakening students' retention. It shows through the data presented that the majority of participants

"Strongly Disagree" and "Disagree" that students become overly dependent on AI for grammar and vocabulary, weakening their retention, with a percentage of (44.2%) and (32.6%) respectively. This reflects teachers' belief that AI does not negatively impact students' retention, on the contrary, it could increase their vocabulary. There are other participants who chose "Neutral" or "Agree" with a percentage of (16.3%) and (7%) respectively.

Figure 3.20

Role of AI Dependence on Weakening Students' Retention



S14. AI tools do not provide meaningful interaction necessary for second language acquisition.

Table 3.21

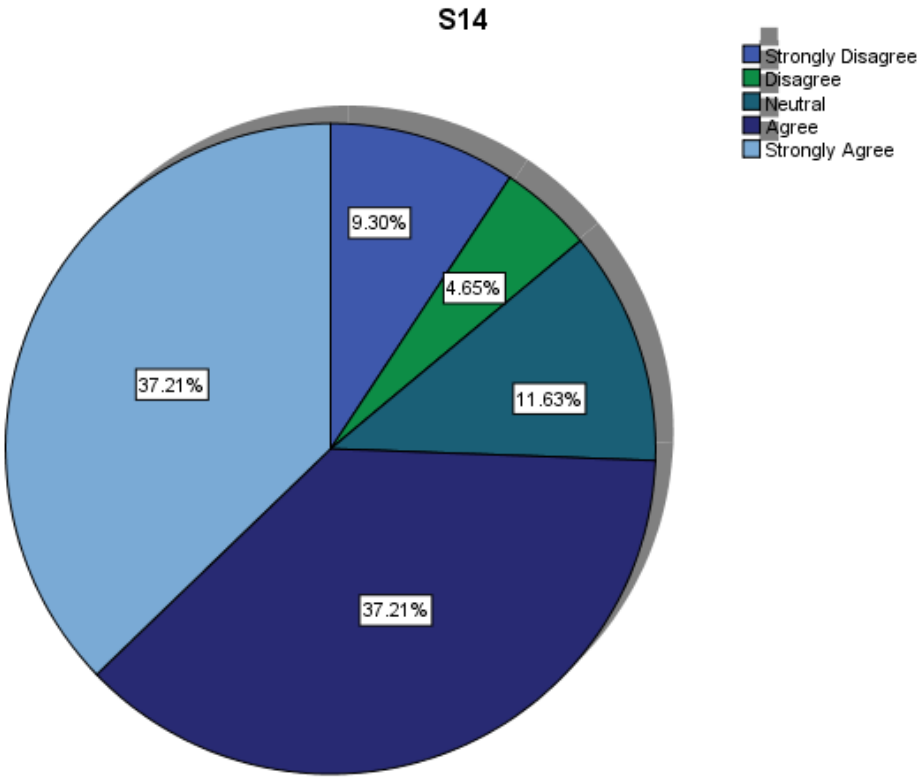
Absence of Meaningful Interaction in AI Tools

	Frequency	Valid Percent
Strongly Disagree	4	9.3
Disagree	2	4.7
Neutral	5	11.6
Agree	16	37.2
Strongly Agree	16	37.2
Total	43	100.0

Table (3.21) demonstrates participants' perceptions of the absence of meaningful interaction in AI tools. It shows through the data presented that the majority of participants "Agree" and "Strongly Agree" that AI tools do not provide meaningful interaction necessary for second language acquisition, with a percentage of (37.2%). They are followed by some participants who chose "Neutral" with a percentage of (11.6%). The remaining participants chose to "Strongly Disagree" and "Disagree" with the statement with a percentage of (9.3%) and (4.7%) respectively.

Figure 3.21

Absence of Meaningful Interaction in AI Tools



S15. Relying on AI reduces the motivation to practice and struggle through the learning process.

Table 3.22

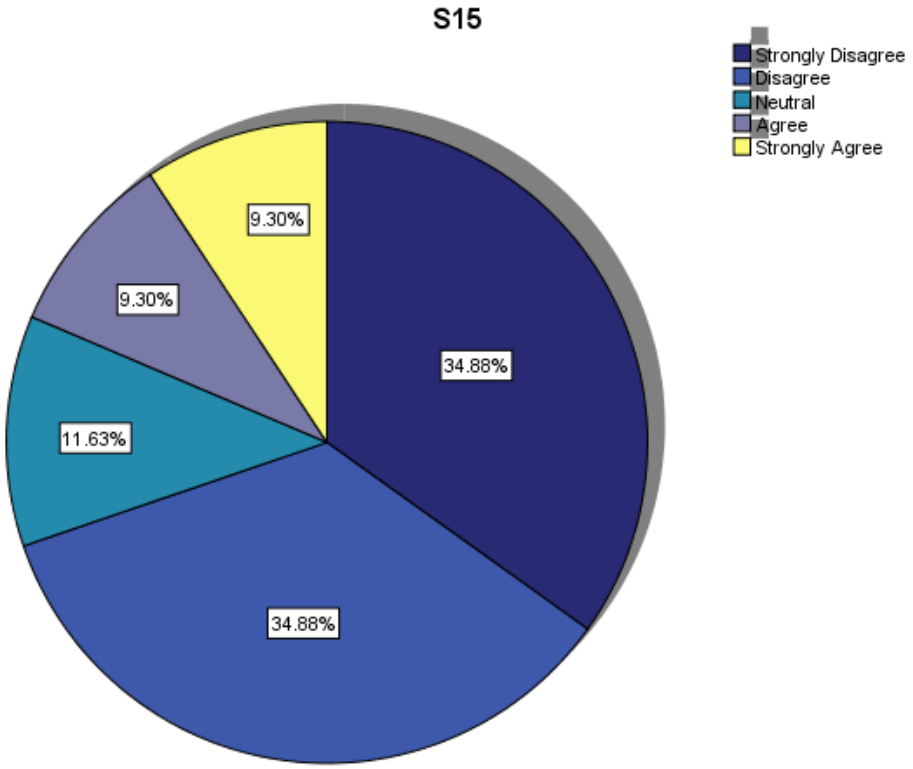
Role of AI on Reducing Students' Motivation

	FREQUENCY	VALID PERCENT
Strongly Disagree	15	34.9
Disagree	15	34.9
Neutral	5	11.6
Agree	4	9.3
Strongly Agree	4	9.3
Total	43	100.0

Table (3.22) indicates participants' perceptions of the role of AI in reducing students' motivation. It shows through the data presented that the majority of participants "Strongly Disagree" and "Disagree" that relying on AI reduces the motivation to practice and struggle through the learning process, with a percentage of (34.9%). They are followed by some participants who chose to be "Neutral" with a percentage of (11.6%), while (9.3%) chose to "Agree" or "Strongly Agree" with the statement. This shows that the majority of teachers believe that using AI reflects positively on increasing students' motivation and not the opposite.

Figure 3.22

Role of AI on Reducing Students' Motivation



Further Suggestions

9. What strategies do you suggest to encourage ethical and critical use of AI in language learning?

The data collected is organized into codes and themes, using thematic analysis to interpret the information collected from the participants. The results are presented as follows:

Table 3.23

Teachers' Suggestions

Theme	Code	Description
- **AI Literacy and Ethical Use**	- Awareness of AI proper use	most participants emphasized that students should be educated on how AI operates, its limitations and its drawback. This way, they can learn how to use this

		technology in enhancing their learning experiences and avoid its detrimental impact on their critical thinking and academic integrity.
- **Teachers' Training**	- **Teachers' Training on AI use**	the need for increasing teachers' knowledge about AI use and application in the EFL learning process. They should be also provided with advanced tools to detect AI misuse. In addition, institutions should set clear rules, ethical guidelines, and expectations so that students could follow and respect in their use of this technology

10. What institutional policies or support would you recommend to address the risks associated with AI?

The data collected is organized into codes and themes, using thematic analysis to interpret the information collected from the participants. The results are presented as follows:

Table 3.24

Institutional Policies Recommended

Theme	Code	Description
Policy Implementation	- **Clear Institutional Policies**	teachers emphasized the need for establishing clear rules on when and how AI can be used and implement strict penalties for misuse or dishonest use of AI.
- **AI Detection**	- **Establishing AT-**	universities should invest in advanced AT detection tools that help teachers recognize AI-generated work

Ethical Guidance	- **Detection Tools** - **Fostering Ethical Awareness**	and punish students for their breach of the university's rules and regulations. teachers also emphasized that students should be made more aware about academic honesty and ethics and their role in their learning process as intellectual individuals in society.

3.2. Discussion of the Main Findings

Most participants have a high and formal academic background and teaching experience in English language. Therefore, with their advanced academic qualification and expertise in their teaching fields, this suggests that they could provide valuable insights into the use of AI in language learning and its drawbacks on many aspects of students' learning process and language skills development. They also expressed that they are familiar with AI tools and frequently use them, which enhances their ability to assess these tools and their use in language education to provide insightful perspectives.

- **Students' Use of AI Tools in their Language Learning Process and Its Impact**

Teachers indicated that their students use these tools frequently in their learning process. They also indicated that this frequent use mostly impacts their writing tasks and research assignments. This could be attributed to the fact that students mostly use AI in conducting their own assignments. Thus, they do not need to make research or write reports because AI tools would do that for them and provide them with ready-made assignments. Consequently, this reduces students' writing and research skills. Chanda, et al (2024) indicated that this poses a major problem

for teachers because they would not be able to distinguish between students who wrote their assignments and those who cheated and used AI.

Furthermore, the participants indicated that that AI tools have increased the risk of plagiarism among students, and that students are more likely to submit work generated or paraphrased by AI without acknowledgment. They also agreed that the use of AI undermines students' sense of ownership over their academic work and that reliance on these tools discourages them from thinking independently and limits students' ability to analyze and evaluate information critically. Consequently, teachers stated that their students use AI as a shortcut instead of engaging with the learning process, and this is highlighted as a negative aspect since AI tools do not provide meaningful interaction necessary for second language acquisition. Similarly, Cela. et al, (2024) and Kerma (2025) also highlighted the negative impact of AI use on students' critical thinking, indicating that relying on AI tools to conduct assignments, generate ideas, make projects could lead students to isolate themselves from their learning process and refrain from making any cognitive effort to engage in tasks and challenge themselves in finding solutions to their rea-life situations. Thus, they become heavily relied on this technology and learn to neglect their critical thinking and reasoning skills.

- **Possible Procedures for Preventing the Negative Impact of AI Tools on Students' Language Learning Process**

Therefore, they emphasized that institutions need clearer policies on AI-assisted work and academic dishonesty, and that educators must adapt pedagogical strategies to reinforce critical thinking in the AI era. Cela. et al, (2024) also emphasized that it is teachers or policy makers' responsibility to properly guide students into the correct use of AI tools and showing them how to

use this technology to enhance their learning process, instead of using these tools to do the learning process on their behalf.

However, their responses indicated that they believe that AI tools provide instant answers that enhance opportunities for deep reflection, it promotes students' productive skills (speaking/writing), increases students vocabulary and retention, and increases their motivation as well.

- **Teachers' Strategies in Detecting AI-Generated Texts**

In addition, the majority of participants expressed that detecting AI-generated content is becoming increasingly difficult. However, they demonstrated that they have effective strategies in detecting AI-generated content. They include looking for unusually sophisticated vocabulary or grammar, analyze writing style and consistency, checking for lack of personal voice or engagement to detect AI-generated work, comparing students' current work to previous submissions, using AI detection tools, and searching for repetitive phrasing or sentence structures.

In conclusion, in order to improve their comprehension of AI tools and identify misuse, educators also emphasized the necessity of thorough training for educators. Clear guidelines for acceptable AI use, severe penalties for dishonesty, investments in trustworthy AI-detection tools, and organized programs, like workshops, to increase students' understanding of academic integrity and the moral obligations related to integrating AI into their education are all recommendations provided by the participants to help reduce the negative impact of AI on students' language learning process and their academic integrity.

3.3. Implications and Pedagogical Recommendations

The study explores teachers' perspectives towards the negative impact of AI tools on students' language acquisition process. The study revealed that AI tools are beneficial in increasing

students' motivation to learn and providing them with instant feedback that could enhance their autonomous learning efforts and foster their productive skills, such as speaking. However, the reliance on these tools in a frequent manner leads to weakening students' researching ability and their writing performance. Therefore, the integration of these tools have increased the risk of plagiarism among students, and that students are more likely to submit work generated or paraphrased by AI without acknowledgment. Thus, this undermines their sense of ownership over their academic work and that reliance on these tools discourages them from thinking independently and limits students' ability to analyze and evaluate information critically. As a result, the following recommendations are provided to reduce this negative impact of AI use on students' language acquisition process and their academic integrity and honesty.

- Students should be educated on how AI operates, its limitations and its drawback. This way, they can learn how to use this technology in enhancing their learning experiences and avoid its detrimental impact on their critical thinking and academic integrity.
- Increasing teachers' knowledge about AI use and application in the EFL learning process. They should be provided with private courses or workshops to enhance their technological literacy and promote their knowledge of the accurate use of AI tools within the ethical and beneficial framework.
- Clear Institutional Policies: teachers emphasized the need for establishing clear rules on when and how AI can be used and implement strict penalties for misuse or dishonest use of AI.
- Establishing AT-Detection: universities should invest in advanced AT detection tools that help teachers recognize AI-generated work and punish students for their breach of the university's rules and regulations.

Conclusion

The chapter concludes that despite its benefits, AI poses a great threat to students' language acquisition process, hampering their critical and independent thinking, their researching skills and writing performance. More importantly, it also diminishes their academic integrity and honesty in the academic field. Therefore, it is recommended that clear institutional policies and guidelines should be set in order to increase students' awareness on when and how AI can be used effectively and ethically. Moreover, stricter penalties should be set for misuse or dishonest use of AI tools.

General Conclusion

The study aims primarily at exploring the negative impact of using AI on EFL students' language education. It seeks to highlight the extent of damage that using AI could cause in relation to students' critical thinking and academic integrity based on teachers' perspectives. The present

study employs a case study research design with a mixed-methods research method. They are seen as the most suitable approach that could provide background information about the dark side of AI tools in the EFL learning context. The population of the present study includes teachers of English language at different Algerian universities. In addition, the sample is selected through the purposive sampling technique. Accordingly, 43 teachers formed the sample of the study. Moreover, the data collection tool that is used to gather information from the participants of the study include an online questionnaire. The data collected through this tool is analysed through descriptive frequencies using SPSS software version 21 and thematic analysis. The aim of this process is to answer the following research questions: 1. What are teachers` perceptions of the impact of AI on their EFL students' language learning and acquisition process? Sub question: To what extent does the reliance on AI in language education threaten students' academic integrity? Sub question: How do teachers of English assess the impact of using AI on students' critical thinking? Sub question: What are the possible procedures that could be adopted by EFL teachers to prevent the negative impact of AI reliance and use in higher education? The findings of this study revealed that although teachers acknowledge the potential advantages of AI tools in raising students' motivation, encouraging self-directed learning, and enhancing productive language skills like speaking, they also showed serious concerns about its excessive use. Teachers observe that students' involvement in the language learning process is limited because they frequently rely on AI for writing and research assignments. This weakens fundamental abilities including independent research, critical writing, and self-expression. Therefore, teachers mostly see that AI has a negative impact on language development since it does not enable the meaningful engagement required for second language acquisition. Furthermore, teachers indicated that that AI tools have increased the risk of plagiarism among students, and that students are more likely to

submit work generated or paraphrased by AI without acknowledgment. They also agreed that the use of AI undermines students' sense of ownership over their academic work, and that the reliance on these tools discourages them from thinking independently and limits students' ability to analyze and evaluate information critically. In conclusion, in order to improve their comprehension of AI tools and identify misuse, educators also emphasized the necessity of thorough training for educators. Clear guidelines for acceptable AI use, severe penalties for dishonesty, investments in trustworthy AI-detection tools, and organized programs, like workshops, to increase students' understanding of academic integrity and the moral obligations related to integrating AI into their education are all recommendations provided by the participants to help reduce the negative impact of AI on students' language learning process and their academic integrity.

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Appendix A: Teachers' Questionnaire

Questionnaire Title: EFL Teachers' Perceptions of the Dark Side of AI Tools in Higher Education

Introduction

This questionnaire aims to explore EFL teachers' perceptions regarding the challenges and negative implications of artificial intelligence (AI) tools on students' academic integrity, critical thinking, and language acquisition. It also investigates where these impacts are most visible and how frequently AI dependence is noticed. Your responses are confidential and will be used for research purposes only.

Section 1: Background Information

1. **Academic Rank**
   ☐ Assistant Lecturer
   ☐ Lecturer
   ☐ Assistant Professor
   ☐ Associate Professor
   ☐ Professor
2. **Highest Degree Obtained**
   ☐ MA / Magister
   ☐ PhD / Doctorate
   ☐ Other (please specify): _____
3. **Years of Experience in Teaching English at University Level**
   ☐ 1–5
   ☐ 6–10

☐ 11–15
☐ More than 15

4. **Familiarity with AI Tools Used in Education (e.g., ChatGPT, Grammarly, QuillBot, etc.)**
   ☐ Very familiar and frequently use them
   ☐ Somewhat familiar and occasionally use them
   ☐ Aware but rarely use them
   ☐ Not familiar at all

Section 2: Observations & Frequency of Use

5. **In which areas do you observe the most negative impact of AI tools on students?**
   (Select all that apply)
   ☐ Writing tasks
   ☐ Oral presentations
   ☐ Critical discussions/debates
   ☐ Vocabulary retention
   ☐ Grammar accuracy
   ☐ Research assignments
   ☐ Other (please specify): _____
6. **How often do you observe that students are dependent on AI tools (e.g., for writing, translation, problem-solving)?**
   ☐ Always
   ☐ Often
   ☐ Sometimes
   ☐ Rarely
   ☐ Never

Section 3: AI Tools and Their Impact

Instructions: Rate the statements below on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

A. Academic Integrity	**1**	**2**	**3**	**4**	**5**
1. AI tools have increased the risk of plagiarism among students.					
2. Students are more likely to submit work generated or paraphrased by AI without acknowledgment.					
3. Detecting AI-generated content is becoming increasingly difficult.					
4. The use of AI undermines students' sense of ownership over their academic work.					
5. Institutions need clearer policies on AI-assisted work and academic dishonesty.					
B. Critical Thinking					
6. Reliance on AI tools discourages students from thinking independently.					

7. AI tools provide instant answers that reduce opportunities for deep reflection.					
8. Overuse of AI content generation tools limits students' ability to analyze and evaluate information critically.					
9. Students use AI as a shortcut instead of engaging with the learning process.					
10. Educators must adapt pedagogical strategies to reinforce critical thinking in the AI era.					
C. Language Acquisition					
11. Frequent use of AI tools hampers students' productive skills (speaking/writing).					
12. AI-generated feedback lacks the pedagogical value of human feedback.					
13. Students become overly dependent on AI for grammar and vocabulary, weakening their retention.					
19. AI tools do not provide meaningful interaction necessary for second language acquisition.					
25. Relying on AI reduces the motivation to practice and struggle through the learning process.					

Section 4: Teachers' Concerns and Suggestions *(Open-ended)*

18. What strategies do you suggest to encourage ethical and critical use of AI in language learning?

    …….

19. What institutional policies or support would you recommend to address the risks associated with AI?

    …….

20. Any additional comments or insights regarding the impact of AI on higher education and EFL teaching?

    …….

Résumé

L'étude vise à explorer les aspects négatifs de l'utilisation de l'IA dans l'apprentissage de la langue anglaise des étudiants. Elle adopte une conception d'étude de cas avec une approche de recherche à méthodes mixtes. La population comprenait des enseignants de langue anglaise de différentes universités algériennes, et 43 enseignants ont formé l'échantillon de l'étude par le biais de la technique d'échantillonnage par choix raisonné. Un questionnaire en ligne a été utilisé pour collecter les données de l'échantillon. Les données collectées ont été analysées à l'aide de fréquences descriptives en utilisant le logiciel SPSS version 21 pour analyser les données quantitatives et une analyse thématique pour interpréter les questions ouvertes. Les résultats de cette étude ont révélé que les enseignants percevaient que l'implication des étudiants dans le processus d'apprentissage des langues était limitée en raison de leur recours fréquent à l'IA pour les devoirs de rédaction et de recherche. Cela affaiblit des compétences fondamentales telles que la recherche indépendante, l'écriture critique et l'expression personnelle à travers des compétences productives telles que l'écriture et l'oral. Par conséquent, les enseignants ont majoritairement constaté que l'IA avait un impact négatif sur le développement linguistique, car elle n'encourage pas l'engagement et la participation des étudiants dans le processus d'apprentissage de l'anglais. De plus, les enseignants ont indiqué que les outils d'IA avaient accru le risque de plagiat chez les étudiants et que l'utilisation de l'IA réduisait le sentiment de propriété des étudiants sur leur travail académique, les décourageait de penser de manière indépendante et limitait leur capacité à analyser et évaluer les informations de manière critique. Les enseignants ont donc insisté sur la nécessité d'une formation approfondie pour les éducateurs, de lignes directrices claires sur l'utilisation éthique de l'IA, de sanctions pour malhonnêteté, d'investissements dans des outils de détection fiables de l'IA et de programmes organisés, tels que des ateliers, pour accroître la compréhension

des étudiants en matière d'intégrité académique et de leurs obligations morales liées à l'intégration de l'IA dans leur éducation afin de réduire l'impact négatif de l'IA sur le processus d'apprentissage des langues des étudiants et leur intégrité académique.

***Mots Clés* :** Intelligence artificielle, impact négatif, plagiat, intégrité académique.

الملخص

تسعى الدراسة إلى استكشاف الجانب السلبي لاستخدام الذكاء الاصطناعي في تعلم اللغة الإنجليزية لدى الطلاب. تستخدم الدراسة تصميم دراسة حالة مع نهج بحثي مختلط. شملت العينة معلمي اللغة الإنجليزية من مختلف الجامعات الجزائرية، حيث تم اختيار 43 معلمًا عينة للدراسة باستخدام تقنية العينة القصديه. تم استخدام استبيان عبر الإنترنت لجمع البيانات من العينة. تم تحليل البيانات المجمعة باستخدام التكرارات الوصفية عبر برنامج SPSS النسخة 21 لتحليل البيانات الكمية، والتحليل الموضوعي لتفسير الأسئلة المفتوحة. أظهرت نتائج هذه الدراسة أن المعلمين يعتقدون أن مشاركة الطلاب في عملية تعلم اللغة محدودة بسبب اعتمادهم المتكرر على الذكاء الاصطناعي في كتابة الأبحاث والواجبات. هذا يضعف المهارات الأساسية مثل البحث المستقل، الكتابة النقدية، والتعبير عن النفس من خلال المهارات الإنتاجية مثل الكتابة والتحدث. وبالتالي، أشار المعلمون إلى أن الذكاء الاصطناعي له تأثير سلبي على تطوير اللغة لأنه لا يمكن الطلاب من المشاركة الفعالة في عملية تعلم اللغة الإنجليزية. بالإضافة إلى ذلك، أشار المعلمون إلى أن أدوات الذكاء الاصطناعي قد زادت من خطر الانتحال بين الطلاب، وأن استخدام الذكاء الاصطناعي يقلل من شعور الطلاب بالملكية على أعمالهم الأكاديمية، ويثنيهم عن التفكير بشكل مستقل ويحد من قدرتهم على تحليل وتقييم المعلومات بشكل نقدي. لذلك، شدد المعلمون على ضرورة التدريب الشامل للمعلمين، ووضع إرشادات واضحة لاستخدام الذكاء الاصطناعي بشكل أخلاقي، وتطبيق العقوبات على الغش، واستثمار أدوات موثوقة للكشف عن الذكاء الاصطناعي، وتنظيم برامج مثل ورش العمل لزيادة فهم الطلاب للأمانة الأكاديمية والالتزامات الأخلاقية المتعلقة بإدماج الذكاء الاصطناعي في تعليمهم، من أجل تقليل التأثير السلبي للذكاء الاصطناعي على عملية تعلم اللغة لدى الطلاب وأمانتهم الأكاديمية.

الكلمات المفتاحية: الذكاء الاصطناعي، التأثير السلبي، الانتحال، الأمانة الأكاديمية.

*ملحق بالقرار رقم ...1082... المؤرخ في 27 ديسمبر 2020

الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي

الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا الممضي أسفله،

السيد(ة): ......ربوح نبيلة...... الصفة: طالب، أستاذ، باحث ......طالبة......

الحامل(ة) لبطاقة التعريف الوطنية رقم: 410041226 والصادرة بتاريخ ......2024 / 02 / 29......

المسجل(ة) بكلية / معهد الآداب واللغات الأجنبية قسم ......اللغة الإنجليزية......

والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه)،

عنوانها: Investigating the Dark Side of Artificial Intelligence on Students Language Learning

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: ..09/07/2025..

توقيع المعني (ة)

CNI: 410041226
Du: 29. 02. 2024.
Par: APC I-Ali.

Vu pour la Légalisation de Signature
De M.(Mme) ربوح نبيلة
Apposé ci-Dessus ci-Contre
Ighil Ali, le 09 جويلية 2025
P/Le P/A.P.C

عن رئيس المجلس الشعبي البلدي
وبتفويض منه
عون رئيسي للإدارة البلدية
الإمضاء: بعيش رضوان

*ملحق بالقرار رقم ....1082.... المؤرخ في ..... 27 ديسمبر 2020 .....
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرفي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

أنا المعضي أسفله،

السيد(ة): محجوب رحيمة الصفة: طالب، أستاذ، باحث

الحامل(ة) لبطاقة التعريف الوطنية رقم 109417001 والصادرة بتاريخ 21/07/2022

المسجل(ة) بكلية / معهد آداب واللغات قسم اللغة الانجليزية

والمكلف(ة) بإنجاز أعمال بحث (مذكرة التخرج، مذكرة ماستر، مذكرة ماجستير، أطروحة دكتوراه).

عنوانها: Investigating the Dark Side of Artificial Intelegence on students language Acquisition: case of Algerian E.F.L Teachers.

أصرح بشرفي أني التزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 19/07/2025

توقيع المعني (ة)

نعتد على مصادقة إمضاء
السيد .....
عين بسام
21 JUIL. 2025
المضمون المخصوص