

A Critical Review for the Merits and Drawbacks of AI's use in
English Language Learning and Teaching in Libyan Higher
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Abstract

Artificial Intelligence (AI) has become widespread in Libyan higher education used by both teachers and students. Within language learning and teaching AI is used formally and informally in lesson preparations and planning, academic research, translation, feedback, even assessment and evaluation, transforming the traditional educational system into a challenging model struggling between the generated advantages and disadvantages of this machine assistance and human expertise. This paper offers a personal and critical reflection answering the research question: how do English language students of pre- and post-graduate studies and their professors at the University of Tripoli perceive AI's influence on language education? Data were collected through semi-structured interviews and reflective discussions involving forty students and ten instructors, allowing participants to describe their experiences with AI-assisted learning in authentic educational settings. This study was qualitative and the results based on it showed firstly, according to students, a positive aspect to words AI use in developing ideas, reducing four language skills learning difficulties and a fast feedback giver. Secondly, instructors interacted positively too in facilitating planning of the lessons and preparing the assessments and organizing and managing classrooms. Though they raised concerns about overdependence-

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academic integrity-privacy- and reduced critical thinking. According to these findings, instead of treating AI as an enemy threatening of replacing human abilities, the paper emphasized the necessity for balancing the usage of AI on the supervision of human decisions led by their independent thinking and critical AI literacy and academic voice.

Keywords: Artificial Intelligence, Libyan Higher Education, Language Learning, Classroom Interaction, Cognitive Mediation, AI Literacy, Academic Integrity.

التقييم النقدي لمحاسن ومساوئ استخدامات الذكاء الاصطناعي في تعلم وتعليم اللغة الإنجليزية في التعليم العالي الليبي

منار المبروك الأسطى

القسم اللغة الإنجليزية بكلية الآداب واللغات بجامعة طرابلس

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الملخص:

اجتاح الذكاء الاصطناعي التعليم العالي الليبي، بحيث يستخدمه جُل المعلمين والطلاب بشكل واسع. وفي مجال تعلم اللغات وتدريسها، يُستخدم الذكاء الاصطناعي بشكل رسمي وغير رسمي في إعداد الدروس وتخطيطها، والبحث الأكاديمي، والترجمة، وتقديم التغذية المرجعية، وحتى في التقييم والتقويم، مما يُحوّل النظام التعليمي التقليدي إلى نموذج مليء بالتحديات، يتأرجح بين مزايا وعيوب هذه المساعدة الآلية والخبرة البشرية. وتأتي هذه الورقة البحثية لتقديم تأملات شخصية ونقدية يُجيب على سؤال البحث التالي: كيف ينظر طلاب اللغة الإنجليزية في مرحلتهم ما قبل وما بعد التخرج، وأساتذتهم في جامعة طرابلس، إلى تأثير الذكاء الاصطناعي على تعليم اللغة الإنجليزية؟ وقد جُمعت البيانات من خلال مقابلات شبه منظمة ومناقشات تأملية شملت أربعين طالباً وعشرة أساتذة، مما أتاح للمشاركين وصف تجاربهم مع التعلم بمساعدة الذكاء الاصطناعي في بيئات تعليمية

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واقعية. أظهرت نتائج هذه الدراسة النوعية أن الطلاب ينظرون إلى الذكاء الاصطناعي كأداة أكاديمية مفيدة تدعم تطوير الأفكار، وتخفف من صعوبات اللغة، وتحسن الكتابة، وتقدم ملاحظات سريعة. كما أقرّ الأساتذة بقيمته في تخطيط الدروس، وإعداد التقييمات، وتنظيم الصف، مع إثارة مخاوف بشأن الاعتماد المفرط عليه، والنزاهة الأكاديمية، والخصوصية، وتراجع التفكير النقدي. وختامًا، بدلاً من النظر إلى الذكاء الاصطناعي كتهديد أو بديل للقدرات البشرية، تؤكد الدراسة على ضرورة استخدامه بشكل متوازن، مسترشدةً بالتقييمات البشرية والتفكير المستقل والوعي النقدي بالذكاء الاصطناعي.

الكلمات المفتاحية: الذكاء الاصطناعي، التعليم العالي الليبي، تعلم اللغات، الوساطة المعرفية، الوعي بالذكاء الاصطناعي، النزاهة الأكاديمية.

الكلمات المفتاحية: الذكاء الاصطناعي، التعليم العالي في ليبيا، تعلم اللغات، التفاعل الصفي، الوساطة المعرفية، الثقافة بالذكاء الاصطناعي، النزاهة الأكاديمية.

1- Introduction

The implementation of technology in all aspects of our lives was a necessity, not just a facilitator, but also time-saving and less time-consuming. AI intelligence represents one of the most familiar technical applications that has moved from being a supplementary educational tool to becoming an active cognitive partner in many learning environments for both teachers and students, especially in higher education.

Recent developments in natural language processing have blurred the boundaries between human reasoning and machine-supported thinking. Kim, Zhang, and Fang (2025) argued that "three types of human-Gen AI boundaries: complementary, competitive, and co-evolving. Complementary boundaries highlight Gen AI's supportive and instrumental role and competitive boundaries emphasize human superiority and concerns over Gen AI's threats, while co-evolving boundaries acknowledge dynamic interplay and reflective collaboration between humans and GenAI."

For more enlightenment, first, complementary boundaries describe that Gen AI and humans work together, believing that the

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machine is made by humans for humans and to be run by humans to extend humans' abilities, not to replace them. AI is there to provide scaffolding, generate ideas, and offer cognitive and social support. For instance, AI systems form model language classrooms now where teachers tend to use AI to provide immediate formal and informal feedback, while students tend to produce explanations and simulate authentic communicative situations highlighting a cooperative relationship where humans remain the primary decision-makers and interpreters of meaning.

Secondly, competitive boundaries frame humans and Gen AI as two agents whose abilities may conflict or compete. Here, Gen AI appears to challenge human expertise, kill creativity, and threaten professional authority; most Libyan higher education professors claim that Gen AI and AI tools may lead to over-scaffolding and reduced learner autonomy, threaten people's jobs, weaken human skills for both teachers and students, and create dependency. They strengthen the ideal belief and principles that human decisions, awareness, and ethical responsibility remain superior and irreplaceable by whatever kind of machine. Other researchers' caution: "that heavy dependence, the rapid adoption of these systems in EFL contexts, including resource-limited settings, adds new layers of complexity."

Thirdly, Co-evolving boundaries, which illustrate a more fluid and dynamic affiliation between humans and Gen AI. It acknowledges that humans and Gen AI uninterruptedly encouragement, highlighting reflective collaboration where both sides reshape practices, thinking patterns, and learning processes. Interaction can be seen as a result of this dynamic and active relationship where both completing each other.

The extensive formal and informal usage of AI in the Libyan higher education encourages critical academic reflection and research on how AI shapes teaching and learning environments, mainly when it comes to learner independence, authorship, assessment reliability, individual differences and authentic thinking.

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2- Literature Review

Within the contemporary research on AI in language education it was obviously clear that the relationship between the main elements of the educational process (teachers and students and curriculum) and the AI did not simply conceptualize technology as primarily automated tutors or assessment tools only or an ordinary procedure to align with global and international standers but it considered AI as a cognitive extension that supported both teachers and learners' working memory, attention, and problem-solving and as sociocultural tool too, actively mediates learners and teachers' participation in communicative activities, suggesting that thinking as a process is often shared across people, artifacts, and digital agents. This study clarifies that AI has become a part of the cognitive system that shapes how learners process linguistic input. Even empirical studies illustrate that conversational AI can enhance not only fluency by AI tutors and reduce anxiety, but also increase exposure to target-language structures. It also "offers personalized and adaptive learning experiences that traditional classrooms often struggle to provide (Liao et al., 2021; Kamalov et al., 2023)".

Artificial intelligence tools and applications have dominated the landscape of language learning and teaching, " allowing learners to practice and improve their English skills at their own pace and convenience (Bilad et al., 2021; Biletska et al., 2021)". The following AI and digital applications are considered the most used for learning and teaching English around the world and in Libya:(Firstly, language learning app as Duolingo + Duolingo Max (AI tutor),Babbel / Babbel Live, Busuu (AI progress tracking),and ELSA Speak(AI pronunciation coach). Secondly, AI writing assistants as ChatGPT (essay writing, explanations, grammar help, feedback), QuillBot (paraphrasing, summarizing), Grammarly (grammar correction, style suggestions), Ginger Software (grammar and sentence rephrasing), and Slick Write (grammar & readability. Thirdly, AI reading & vocabulary tools as Rewordify (simplifying texts), LingQ (AI-assisted vocabulary learning from real texts), ReadTheory (adaptive reading comprehension) and Newsela (levelled reading). Fourthly, AI pronunciation& speaking tools as

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ELSA speak (accent & pronunciation training), speechify (AI text-to-speech), Google Speech Recognition (for practice and assessment), You Glish (pronunciation through real-life videos) and Fluent U (video-based language learning). Fifthly, AI listening tools as YouTube (with auto-generated subtitles), podcasts + AI transcripts (Google Podcasts, Spotify), and BBC learning English apps. Sixthly, classroom management and teaching AI tools as Kahoot! AI question generator, Quizlet (AI study sets), Socrative, Nearpod, Edmodo / and Google Classroom (AI suggestions and feedback). Seventhly, translation and meaning tools as Google Translate (with AI improvements), DeepL Translator, Microsoft Translator, Cambridge and Oxford Dictionaries (AI-powered). Eighthly, academic research and writing tools as Zotero + AI add-ons (citation management), Mendeley, Turnitin (AI-detection + plagiarism detection), Research Rabbit (AI-assisted literature search). Ninthly, AI tools used specifically by teachers as Canva AI (slides, worksheets, visuals), Magic School AI (lesson plans, assessments), Ed Puzzle (interactive video lessons), Google Gemini / Bard (lesson planning, explanations) and Chat GPT for :lesson planning, generating quizzes, giving feedback, creating activities, simplifying texts, and writing rubrics. "These language learning and teaching apps and platforms have gained popularity for offering interactive, engaging, and effective language learning experiences, all made possible by AI-driven personalized and adaptive approaches (Wei, 2023; Kamalov et al., 2023)."

However, several scholars warn that constant AI interaction may reduce opportunities for authentic peer negotiation of meaning and cause hesitation in real-life communication. Studies in Middle Eastern and North African EFL contexts "show uneven integration due to infrastructure limitations and varying levels of digital literacy and ethical concerns dominate recent literature, particularly regarding data ownership, surveillance, and algorithmic bias." (Dwivedi et al., 2021).

Overall, existing literature presents AI in education as a complex and evolving field that requires more critical and context-specific

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research, particularly within the Libyan context, to better understand its influence on language learning and classroom interaction.

3- Methodology

A. Research Design

To explore the merits and the drawbacks of the AI's use in English language learning, teaching and classroom interaction in Libyan higher education, a qualitative methods was employed in this research through analyzing critically the perceptions and experiences of ten English language professors and about of forty pre- and post-graduate students of the English Language Department at the University of Tripoli.

B. Data Collection Method

As mentioned above, study employed a critical-analytical approach, combining a conceptual analysis of the students' interactions with AI tools, and the observation of their classrooms and course assignments where AI was included. The analysis was also informed by recent literature on AI-assisted language learning and the lived experiences of university students, particularly in light of the growing use of generative AI in higher education and its wider implications for learning and future employment (Eloundou et al., 2023).

Ten instructors and 40 pre- and postgraduate learners from the English Language Department at the University of Tripoli, in a rapidly evolving AI landscape, were selected to examine the advantages and disadvantages, and the role of AI in learning and teaching English language, and how AI not only supports but also shapes cognitive and social practices in language learning. "To allow for in-depth exploration of teachers' perspectives, experiences, and insights on the topic (Merriam & Tisdell, 2015), the primary data collection method consisted also of semi-structured interviews with them with a focus on carefully addressing ethical considerations. The study took place in the Department of English at the University of Tripoli section B, between 2022 and 2024, as a reflection on the department's first international conference titled "*Activating Educational Technology and Smart Learning and*

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Teaching Environments in Higher Education." which took place on Tuesday and Wednesday, December 20-21, 2022, in Rashid Kaabar Auditorium - University of Tripoli. These ten instructors participated in this conference and were selected intentionally for this study after the department's success in implementing E-learning during the 2020 COVID-19 pandemic and subsequently in implementing blended learning later on. This number was not chosen arbitrarily, but it is rather based on criteria directly related to the study's subject matter of experience of using digital tools and integrating artificial intelligence into the educational process. However, this number sounds insufficient, but it is more realistic in the shortage of faculty members with the required experience and including members without actual experience in this field might not provide accurate or useful data for the study's objectives.

C. Sampling

The research selectively recruited 10 instructors with master's degrees, all of whom are university lecturers with a minimum of 5 years of experience in integrating AI into English language teaching. The gender distribution comprises 8 females and 2 males, with an age range between 30 to 55 to capture a diverse range of perspectives and experiences within the cohort, enhancing the richness of the study. Another 10 female postgraduate students, and another 30 pre-graduate students participated in this study with an age range between 25- 30. The data in this study were analyzed inductively. Data were collected using a 5-point Likert scale and short reflective interviews. The analysis follows a reflective, qualitative, interpretive paradigm, focusing on theoretical synthesis rather than quantitative generalization of the influence of AI on students' own writing and their instructors' feedback and final judgments for these assignments, guided by AI. To conclude, the argument is developed through a careful comparison of cognitive, sociocultural, and critical digital perspectives, allowing the study to reveal common ground, contrasting views, and gaps in current academic discussions which will be presented clearly in the results later on.

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Observations indicated that human intelligence includes several interconnected abilities: logical reasoning, problem-solving, creativity, practical application of knowledge, self-awareness, and the ability to understand and communicate with others (Sternberg & Kaufman, 2011).

On the other hand, the majority of university instructors nowadays implement AI tools in their educational systems not only to mark students' assignments but also to judge whether their work is original made by themselves or was generated with artificial intelligence tools. Although such tools may make assessment faster, they can also confuse students who are unsure about what forms of AI assistance are allowed and the result itself not necessary to be true even artificial intelligence tests warn against relying on them entirely to diagnose students' work. For example, Turnitin tool warns its users by such quotations "*It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool*". Also any Turnitin user can see the following disclaimer: "*Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (it may misidentify writing that is likely AI generated as AI generated and AI paraphrased or likely AI generated and AI paraphrased writing as only AI generated) so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred*". Therefore, this guide us to the careful and balanced use of any AI tool as a helper not a final mined maker cooperating with each other and this is what the study focused on-how both teachers and students intellectually, socially, and emotionally interact with AI without relying on it completely.

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4- Findings

The tables below highlight the most significant features that arose from participants' accounts during the in-depth interviews. Rather than describing AI simply as a technological resource, students and instructors spoke of it as a partner in the learning process (cognitive partner), a source of encouragement (motivational partner) and emotional support and a means of facilitating communication and interaction within the academic environment(a social partner).

A. Advantages of Artificial Intelligence in Language Learning and Classroom Interaction:

Table 1 (Students' report of the opportunities of AI)

AI as Cognitive Partner	AI as Emotional and Motivational Support	AI as Social Mediator
AI extended their thinking, particularly during complex writing and research tasks, focusing more on content rather than mechanics, reducing the mental effort required for planning and drafting.	AI offered comfort, encouragement, or a sense of "not working alone."	When students use AI-generated summaries or explanations to support their ideas, classroom discussions become more active.
AI used to organize arguments, clarify concepts, and overcome linguistic barriers.	AI contributed to increasing motivation and reducing anxiety during writing and exam preparation.	Students interact more confidently with peers when they first consult AI to rehearse their thoughts.

Table 2 (Instructors' report of the opportunities of AI)

AI as Cognitive Partner	AI as Emotional and Motivational Support	AI as Social Mediator
Streamlines learning materials, which provide unlimited lessons and scaffolding activities.	By automating repetitive tasks such as feedback drafting or test item creation, AI reduces workload stress	By generating discussion questions or mediating classroom debate, it facilitates communication

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AI as Cognitive Partner	AI as Emotional and Motivational Support	AI as Social Mediator
Through quick rubric creation and alignment with learning outcomes, AI supports assessments and evaluation planning.	Boosts teacher confidence with instant access to teaching resources, explanations, and alternative strategies.	Through personalized feedback that complements teacher guidance, it bridges teacher–student gaps
AI can summarize student performance patterns and can highlight areas needing intervention.	By offering real-time suggestions during lesson preparation or grading, it provides a sense of partnership.	By helping quieter or struggling learners, AI supports inclusive participation.

B. Challenges of Artificial Intelligence in Language Learning and Classroom Interaction

Despite the advantages of AI and its influence on autonomy, assessment, interaction, and professionalism for both English learners and their instructors, several pedagogical and ethical concerns and challenges are seen in this study and have been critically examined.

The following tables illustrate the common challenges for both students and instructors:

Table 3 (Emerging Concerns of AI for Learners and Instructors)

Emerging Concerns of AI for Learners	Emerging Concerns of AI for Teachers
Overreliance on AI became an addiction, leading to a reduction in students' critical thinking and weakening their language production skills.	Detecting AI-generated work leads to complicating assessment fairness and validity.
Students substitute AI assistance for collaborative learning, reducing real peer interaction.	Some educators-instructors feel replaced or undermined by AI systems, as threatening their professional identity.
When student data is processed through external platforms, their privacy is in danger.	AI forces instructors to increase their workload as they have to learn, monitor, integrate and redesign extra AI activities

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5. Data Analysis and Measurement System (Revised Sample for 50 Participants: 30 pre-graduate students, 10 post-graduate students, and 10 professors)

Although this study is primarily qualitative in nature, simple descriptive percentages were used to indicate the prominence of themes across participants with the help of AI, saving time and money; as such, analysis requires specialists in statistics. Of course, such quantification does not transform the study into a quantitative design; rather, it supports the interpretive analysis by showing the relative weight of each theme within the dataset. As mentioned before, it was used to explore perceptions of AI among 40 learners and 10 professors in the Department of English, University of Tripoli. Data were collected using a **5-point Likert scale** and short reflective interviews.

- **Measurement Scale:** (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)
- **Percentage** = (Number of participants who chose *Agree* or *Strongly Agree*) ÷ (Group total) × 100
- **Group Size:** (Pre-graduate: 30, Post-graduate: 10 Total Students: 40 and 10 professors)

1. Quantitative Findings:

A. Advantages of AI for Students

Table 4 (A. Advantages of AI for 30 Pre-graduate and 10 Post-graduate Students)

Dimension	pre-graduates agreed	post-graduates agreed	Report
1. AI as Cognitive Partner	23/30 → 77%	8/10 → 80%	Students reported AI helped in organizing ideas, planning essays, and reducing linguistic difficulty.
2. AI as Emotional/Motivational Support	18/30 → 60%	7/10 → 70%	Students noted AI reduced stress during writing and exam preparation.

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Dimension	pre-graduates agreed	post- graduates agreed	Report
3. AI as Social Mediator	14/30 → 47%	6/10 → 60%	Students used AI to rehearse ideas and support discussion, but some found it replaced peer interaction.

B. Advantages of AI for Professors (10 professors)

Dimension	Percentage	Report
1. AI as Cognitive Partner	8/10 professors agreed → 80%	AI helped generate teaching materials, simplify concepts, and design assessments
2. AI as Emotiona l/Motivati onal Support	6/10 professors agreed → 60%	They reported reduced stress and better time management during grading and preparation.
3. AI as Social Mediator	7/10 professors agreed → 70%	Professors used AI to stimulate class discussions and increase student participation

2. Emerging Concerns:

A. Concerns among Students:

Dimension	pre-graduates agreed	post-graduates agreed
Overreliance on AI	22 /30 → 73%	8 /10 → 80%
Loss of Writing Identity	19 /30 → 63%	6 /10 → 60%
Academic Integrity / Plagiarism Risk	17 /30 → 57%	7 /10 → 70%
Reduced Peer Collaboration	14 /30 → 47%	5 /10 → 50%
Data Privacy Concerns	12/30 → 40%	5/10 → 50%

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B. Concerns among Professors

3. Cross-Group Comparison Overview:

Dimension	PERCENTAGE
Difficulty Detecting AI-Generated Work	8/10 professors → 80%
Pressure to Update Digital Skills	7/10 professors → 70%
Threat to Teacher Identity	6/10 professors → 60%
AI Inaccuracy / Bias	7/10 professors → 70%
Assessment Fairness	8/10 professors → 80%

Category	Pre-Grads (30)	Post-Grads (10)	Professors (10)
AI as Cognitive Support	77%	80%	80%
AI as Emotional Support	60%	70%	60%
AI as Social Mediator	47%	60%	70%
Overreliance Concern	73%	80%	72% (inferred)
Writing Identity Concern	63%	60%	—
Assessment Fairness Concern	—	—	80%

6. Interpretation

The results of the data highlighted a fascinating dynamic in how different academic groups interacted with AI starting with post-graduate students who leaned heavily on AI for intellectual support, with 80% showing strong cognitive dependence. Meanwhile, undergrads (73%) were running a high risk of simply over relying on AI. On the other hand faculty members were caught in what we can call (*a bit of a love-hate relationship*) while 80% of professors found AI incredibly useful for boosting their own intellectual work, they weren't blindly trusting it. 80% of them worried deeply about its fairness, and 70% remained highly concerned about its accuracy the matter confusing their students about what they really want?

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Socially, 70% of professors noted that AI increased their social interaction skills even virtually and only 47% of them felt that it isolated some younger learners of language from real normal face to face communication.

Both students and faculty alike shared fears and anxiety about the ethical and teaching implications of AI, though the intensity of those worries shifted depending on who they might ask.

The following section explains more how AI has appeared as:

1. AI as Cognitive Extension (a Thinking supporter):

According to (Zhai et al., 2025; Fan, 2025) AI approved its usefulness in recalling vocabulary, clarifying ideas, and organizing learners thoughts more than using it as a tool of writing and this is what the findings of this study showed too. Learners also showed a progress producing more complex linguistic structures comparing to what they might normally produce independently as (Pérez-Ortiz et al., 2024; Du, 2024) indicated too. In this sense, AI appeared as supper savior if I can say that through reducing learners' mental efforts required during challenging writing tasks such as avoiding grammatical errors, limited vocabulary, spelling and punctuation mistakes, poor sentence structure and lack of organization and coherence guiding students through prompts, suggestions, and idea restructuring as explained by (Fan, 2025; José, 2025).

AI as Social Mediator:

Classroom observations illustrated that AI was used as a social and academic aid for both English language students and professors. For students, it assisted them overcoming shyness and fear of making mistakes, providing a safe space for practice, asking questions, and expressing their ideas. It also fostered their confidence in communicating in English through dialogue, feedback, and real-time review.

From a professor's perspective, AI supported communication with learners by understanding their fundamentals, designing and

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simplifying more functional teaching methods. AI did not replace professors but rather acted as a supportive tool, reducing pressure and strengthening the academic relationship between students and professors. Therefore, it can be considered a socio-economic tool that promotes trust and interaction within the English language learning environment in higher Libyan English learning and teaching environments.

Boundary Tensions:

Learners were not sure about how much authority they should give to AI during writing and reasoning tasks and instructors worried that frequent AI use might reduce learners' tolerance for ambiguity and productive struggle as well they felt that AI threaten their expertise.

2. Co-Evolving Practices:

In post-graduate studies classes humans and AI demonstrated evolving routines adapting to each other's strengths over time and became more selective about when to depend on AI and when to rely on their own reasoning. Also, their instructors developed strategies that encouraged critical interrogation of AI outputs rather than passive accept.

7. Human voice versus AI Generation

When it comes to writing, the productive skill that distinguishes the level of knowledge of educated people is. Writing is considered an art and talent; since writers leave their stamp in their writings, their experience, identity, emotions, variation, personality, and context, values, reflective and critical judgments and interpretations of the world. All these characters reflect the human voice, comparing it with AI-generated texts. AI written generated texts show smoothness, repetition, and lack of authentic voice. They sound coherent, but without consciousness and fluent but without understanding, that is why almost all AI tools recheck the instructions behind any task. Although the texts are correct, they are not alive. AI might imitate human thought and reflection, but it cannot reproduce them. However, the above-mentioned indicators

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can help distinguish between human and machine writing, but they are not absolute. The following table illustrates other strong clues related to how to differentiate human work from AI-generated work:

Table 8: How to Differentiate Human Work from AI-Generated Work?	
Markers	Features
A. Linguistic and Stylistic Markers	1-over-smoothness or over-perfection. 2- Repetitive phrasing Lack of emotional depth or personal
B. Content-Level Indicators	1- Generic ideas with no personal context 2- Too logical or “perfectly structured
C. Errors That AI Commonly Makes	1- Fabricated citations (hallucinations) 2- Misinterpretation of context
D. Process-based Indicators	1- Speed of production 2- Metadata as AI lacks values.

8. Difference between the Human Mind and the Machine Mind (AI):

The human mind is abstract, emotional, conscious, reflective, creative, and culturally shaped. In contrast, an AI “mind as a device” is just a pattern-predicting machine with no understanding, no emotion, and no lived experience.

Table 9: Difference between the Human Mind and the Machine Mind (AI):	
The feature	Analysis
A. Nature of Intelligence	Biological, emotional, contextual, and dynamic.
B. Creativity	Original, reflective, linked to personal history, cultural background, and lived experience.
C. Learning Mechanism	Learns gradually through sensory experience, social environment, and cognitive development.
D. Judgment and Ethics	Use moral reasoning, empathy, values, and cultural norms to decide.
E. Adaptation	Adapt flexibly, improvise, and solve new problems creatively.

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9. Discussion

The insights gained from the semi-structured interviews presented in this paper demonstrate that AI is no longer a neutral educational tool, but an active cognitive and social agent within learning environments for both pre- and post-graduate students in the English language department and their instructors. "AI's role in enhancing student engagement and motivation is undeniable (Xu et al., 2023)". Regardless of this transformation and shifts in education orientations, and fears and challenges regarding traditional understandings of authorship, autonomy, and intellectual labor in language learning and teaching, the study aligns with the argument that AI can (think with us) but cannot replace the human mind that interprets meaning, emotion, and ethical responsibility.

In his book *The Most Human Human*, Brian Christian captures a fundamental truth about identity, noting that "to be human is to be a human, a specific person with a life history and idiosyncrasy and point of view; artificial intelligence suggests that the line between intelligent machines and people blurs most when a puree is made of that identity" (Christian, 2011). This blurring effect is increasingly evident in higher education today. From classroom observation and interviews with students, AI was treated among learners as a free private tutor and a generous practical assistant who is available all the time needed providing a great emotional support.

Nevertheless, this transformation created a slight pressure between learner authorization and absolute dependence. In order to have a safe educational environment for learners, advanced pedagogical strategies are needed as traditional classroom dynamic has shifted as educators too and as (Iqro Journal, 2024) states "*teachers must adapt to new roles as facilitators of human-AI collaboration rather than sole sources of knowledge and feedback*". According to Iqro, teachers have to improve themselves to keep up with changes and development in their educational system in the AI era and help their students using it effectively.

Therefore, these findings highlight a crucial requirement for explicit instruction in critical AI literacy. English language educators and instructors in Libyan higher education must equip

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their learners with the appropriate analytical tools necessary to evaluate: the reliability, ethical implications, and inherent limitations of any AI-generated outputs and productions that does not conflict with the local infrastructure, cultural expectations, and specific institutional constraints of the Libyan context.

10. Conclusion

Based on what has been presented in this study and what has been shared in its results, it has become clear that technology in general and AI specifically have a major role in the process of learning and teaching English language and meeting the individual emotional and mental needs of both the professors in the English department and their students, with the limitation that this transformation is not without risks, and this is what the data confirms regarding the urgent need for careful thinking and deliberate and responsible adoption.

In conclusion, this study finds that artificial intelligence is not a substitute for human intelligence, and machines cannot be operated or directed without direct or upgradable human commands, especially in the field of language teaching and learning. Rather, it serves as an advanced tool to support cognitive abilities. While algorithms can process language, structure ideas, and assist in memory retrieval, they cannot replace the essential human elements in language education. Teaching and learning are inherently emotional, ethical, and creative endeavors, areas where human judgment remains crucial.

To overcome this reality and to coexist with the rapid development of education in the AI era, educational institutions must establish balanced frameworks that effectively protect students' autonomy and academic integrity, rather than relying on reactive measures. This also means reconsidering how students are assessed; traditional assessment methods must evolve to differentiate between genuine, independent student effort and work enhanced by machines.

This study confirmed that generative artificial intelligence presented a unique challenge in language teaching and learning

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environments because it mimics the contextual nuances and creative formulations of real human interaction, particularly linguistically. As Guzman (2020) pointed out, these capabilities blur the boundaries we have traditionally drawn between human thought and machine output, forcing us to question the nature of creativity and meaningful communication in the digital age. This makes this research limited and opens the door for more in-depth and analytical future studies.

To move forward, future continuous research is required to track how AI tools affect English language teachers and learners' identity, their cognitive habits, and their actual communication skills over time, particularly in diverse socio-cultural environments such as the Libyan higher education system, and more broadly across multiple departments of English language in Libyan universities.

Ultimately, the long-term success of AI in education depends on developing reflective learners who can use these tools to enhance their abilities without relinquishing their opinions, judgment, and independence.

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