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EXAMINING UNIVERSITY STUDENTS' ATTITUDES TOWARD AI INTEGRATION IN LANGUAGE LEARNING CLASSROOMS

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Abstract
The rapid advancement of Artificial Intelligence (AI) technologies has transformed educational practices worldwide, particularly in the field of language learning. AI-powered tools such as intelligent tutoring systems, automated writing assistants, machine translation applications, and generative AI platforms have increasingly become integral components of contemporary language classrooms. Despite their growing adoption, students' perceptions and attitudes toward the integration of AI in language learning remain a subject of considerable academic interest. This study explores university students' attitudes toward AI integration in language learning classrooms and seeks to understand the factors that shape their experiences, perceptions, and acceptance of AI-assisted learning environments. Adopting a qualitative research design, the study employed a phenomenological approach to examine students' lived experiences with AI technologies in language learning contexts. Data were collected through semi-structured interviews with university students who had prior experience using AI-based language learning tools. Participants were selected through purposive sampling to ensure that they possessed relevant knowledge and practical exposure to AI-assisted educational technologies. The interview data were analyzed using thematic analysis, enabling the identification of recurring patterns, meanings, and themes related to students' attitudes toward AI integration. The findings revealed that students generally perceived AI technologies as valuable educational resources that enhanced language learning efficiency, accessibility, and personalization. Participants highlighted several benefits, including immediate feedback, improved writing support, vocabulary development, grammar correction, and increased opportunities for independent learning. AI tools were also viewed as facilitating learner autonomy and providing flexible learning experiences beyond traditional classroom boundaries. However, the study also identified several concerns regarding AI integration, including issues of overreliance on technology, reduced critical thinking, ethical considerations, data privacy, and the potential decline of human interaction in language learning processes (Bhutto & Ramzan, 2021).
Furthermore, the analysis demonstrated that students' attitudes toward AI were shaped by multiple interconnected factors, including perceived usefulness, ease of use, technological competence, trust in AI systems, and prior learning experiences. While many participants expressed enthusiasm for the educational potential of AI, they emphasized the importance of maintaining a balanced approach in which AI serves as a complementary tool rather than a replacement for teachers. The findings also revealed that students with higher levels of digital and AI literacy exhibited greater confidence and acceptance of AI-assisted learning technologies.
The study contributes to the growing body of literature on AI in education by providing an in-depth understanding of university students' perspectives regarding AI integration in language learning classrooms. The findings offer important implications for educators, curriculum designers, and policymakers seeking to implement AI technologies effectively and ethically within higher education. The study recommends the development of AI literacy initiatives, ethical usage guidelines, and pedagogical strategies that promote meaningful collaboration between human instruction and AI-supported learning. Future research may further explore the long-term impact of AI on language acquisition, learner autonomy, and educational outcomes across diverse institutional and cultural contexts.

Keywords: Artificial Intelligence, Language Learning, University Students, Attitudes, AI Integration, Qualitative Research, Higher Education, Educational Technology.

Introduction
The rapid development of Artificial Intelligence (AI) has significantly transformed contemporary educational practices, creating new opportunities for teaching and learning across diverse academic disciplines (Akram et al., 2021, 2022). In recent years, AI-powered

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technologies have become increasingly prevalent in educational settings, offering innovative solutions that enhance learning efficiency, personalize instruction (Ma et al., 2024), and facilitate student engagement (Akram & Li, 2024). Within the field of language education, AI applications such as intelligent tutoring systems, automated writing assistants, speech recognition tools, machine translation software, and generative AI platforms have emerged as valuable resources that support language acquisition and skill development (Abdelrady et al., 2025, 2026). These technological advancements have reshaped traditional approaches to language learning by providing learners with immediate feedback, adaptive learning pathways, and increased access to educational resources beyond the conventional classroom environment (Akram & Abdelrady, 2023, 2025).

The integration of AI into language learning classrooms reflects broader trends associated with digital transformation in higher education (Abdelrady & Akram, 2022). Universities worldwide are increasingly adopting AI-driven technologies to improve instructional quality, enhance learner autonomy, and prepare students for participation in technologically advanced societies (Li & Akram, 2023, 2024). Unlike traditional computer-assisted language learning systems, contemporary AI tools possess the capacity to analyze learner performance, generate personalized responses, and simulate interactive communication, thereby creating more dynamic and responsive learning experiences (Bhutto et al., 2019). Consequently, AI has been widely recognized as a promising educational innovation capable of supporting both instructors and students in achieving language learning objective (Al-Adwan et al., 2022).

Despite the growing implementation of AI technologies in educational contexts, the successful integration of these tools depends largely on students' perceptions, experiences, and attitudes (Akram & Sohail, 2024). Educational technologies are most effective when learners perceive them as useful, trustworthy, and relevant to their academic needs (Chen & Ramzan, 2024). Positive attitudes toward technological innovations often facilitate adoption and sustained engagement, whereas negative perceptions may hinder effective utilization and reduce potential educational benefits (Ramzan et al., 2020, 2023, 2025). As a result, understanding students' attitudes toward AI integration has become a critical area of inquiry within educational technology and applied linguistics research.

Existing literature has highlighted numerous advantages associated with AI-assisted language learning. Researchers have reported that AI technologies can improve learners' writing accuracy, vocabulary acquisition, pronunciation skills, and overall language proficiency through personalized feedback and adaptive instructional support (Javaid & Ramzan, 2026). Furthermore, AI-powered learning environments have been found to promote learner autonomy by enabling students to practice language skills independently and at their own pace. The availability of instant feedback and individualized learning recommendations allows learners to identify weaknesses and monitor their progress more effectively, contributing to enhanced motivation and engagement (Ramzan et al., 2025).

However, alongside these potential benefits, several concerns have emerged regarding the increasing reliance on AI in educational settings. Scholars have raised questions about the ethical implications of AI technologies, including issues related to data privacy, algorithmic bias, academic integrity, and the potential reduction of human interaction in learning environments. Some students may also experience uncertainty or anxiety regarding the use of AI tools, particularly when they lack sufficient technological knowledge or understanding of AI systems. These concerns suggest that students' attitudes toward AI integration are likely to be shaped by a complex interplay of perceived benefits, perceived risks, technological competence, and prior learning experiences.

Within language learning contexts, students' attitudes are particularly important because language acquisition is not solely a cognitive process but also a social and affective one.

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Effective language learning often requires interaction, communication, feedback, and cultural engagement. Consequently, the introduction of AI technologies into language classrooms may influence not only learners' academic performance but also their perceptions of the learning process itself. Understanding how students perceive AI-assisted language learning can therefore provide valuable insights into the opportunities and challenges associated with implementing AI in language education.

Although a growing body of research has examined the educational applications of AI, much of the existing literature has focused primarily on technological effectiveness, learning outcomes, and instructional design. Comparatively fewer studies have explored university students' lived experiences and attitudes toward AI integration from a qualitative perspective. Quantitative studies frequently measure acceptance levels through surveys and statistical models; however, such approaches may not fully capture the nuanced perceptions, concerns, expectations, and experiences that shape students' interactions with AI technologies. A qualitative investigation can provide deeper insights into how learners interpret and experience AI-assisted language learning within authentic educational settings.

In response to this gap, the present study explores university students' attitudes toward AI integration in language learning classrooms through a qualitative research approach. By examining students' experiences, perceptions, and viewpoints, the study seeks to develop a comprehensive understanding of the factors that influence their acceptance and use of AI technologies in language education. Specifically, the research aims to identify the perceived benefits and challenges associated with AI-assisted language learning, explore the role of technological competence and motivation in shaping attitudes, and examine students' expectations regarding the future use of AI in educational environments.

The findings of this study are expected to contribute to the growing discourse on AI in higher education by providing empirically grounded insights into students' perspectives. Furthermore, the study offers practical implications for educators, curriculum developers, educational administrators, and policymakers seeking to implement AI technologies responsibly and effectively in language learning contexts. As AI continues to evolve and become increasingly embedded within educational systems, understanding students' attitudes toward its integration remains essential for ensuring meaningful, ethical, and learner-centered educational innovation.

Literature Review

Artificial Intelligence in Higher Education

Artificial Intelligence (AI) has emerged as one of the most transformative technological innovations of the twenty-first century, significantly influencing educational practices across all levels of learning. The integration of AI into higher education has created opportunities for personalized instruction, adaptive learning, intelligent assessment, and enhanced learner engagement. Educational institutions increasingly employ AI-driven systems to support teaching, learning, and administrative processes, reflecting a broader shift toward digital transformation in academia (Jalalzai et al., 2025). AI technologies are capable of processing vast amounts of information, identifying learning patterns, and providing tailored educational experiences that address individual learners' needs and preferences.

Within higher education, AI applications include intelligent tutoring systems, automated grading mechanisms, virtual learning assistants, predictive analytics, and generative AI platforms. These technologies have demonstrated considerable potential for improving learning efficiency and accessibility while reducing instructional barriers. As universities continue to integrate AI into educational environments, understanding students' perceptions and attitudes toward these technologies has become essential for ensuring their successful implementation and long-term sustainability (Akram & Sohail, 2024).

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AI-Assisted Language Learning

The application of AI in language education has attracted increasing scholarly attention due to its potential to enhance language acquisition and support diverse learning needs. AI-assisted language learning extends beyond traditional computer-assisted language learning by incorporating advanced technologies capable of generating personalized feedback, analyzing learner performance, and facilitating interactive communication. Contemporary AI tools, such as intelligent writing assistants, speech recognition applications, machine translation systems, chatbots, and generative AI platforms, provide learners with immediate support in developing language skills (Chen & Ramzan, 2024).

Research has demonstrated that AI technologies can positively influence various dimensions of language learning. Automated feedback systems enable learners to identify grammatical errors and improve writing accuracy, while speech recognition technologies assist in pronunciation development and oral communication practice. Similarly, AI-powered conversational agents provide opportunities for authentic language interaction, allowing learners to practice communication skills in low-anxiety environments. These features contribute to greater learner autonomy and flexibility by enabling students to engage in language learning activities beyond traditional classroom settings.

Furthermore, AI-assisted language learning aligns with contemporary learner-centered pedagogies that emphasize self-directed learning and personalized educational experiences. By adapting instructional content according to individual learner performance, AI technologies facilitate differentiated learning and support students with varying levels of language proficiency. Consequently, AI has become an increasingly valuable tool for enhancing language instruction in higher education contexts (Semerikov et al., 2021).

Students' Attitudes Toward Educational Technologies

Students' attitudes play a critical role in determining the effectiveness of educational technology implementation. Attitudes encompass learners' beliefs, perceptions, emotions, and behavioral intentions toward a particular technology or learning innovation. Positive attitudes are generally associated with increased technology adoption, sustained engagement, and improved learning outcomes, whereas negative attitudes may create resistance and reduce the effectiveness of technological interventions.

Previous studies have consistently demonstrated that learners' acceptance of educational technologies is influenced by their perceptions of usefulness, ease of use, and relevance to academic goals. Students are more likely to embrace technologies that facilitate learning, improve performance, and simplify educational tasks. Conversely, technological complexity, lack of familiarity, and concerns regarding reliability may contribute to unfavorable attitudes and reduced willingness to engage with digital learning tools.

In the context of AI-assisted learning, attitudes become particularly significant because AI technologies often introduce new forms of interaction that differ substantially from traditional educational practices. Understanding students' perceptions of AI is therefore essential for identifying factors that promote or hinder successful integration within educational environments (Akram et al., 2022).

Perceived Benefits of AI Integration in Language Learning

The literature highlights numerous benefits associated with the integration of AI technologies into language learning classrooms. One of the most frequently cited advantages is the provision of immediate and personalized feedback. Unlike traditional instructional settings, where feedback may be delayed due to time constraints, AI systems can provide instant responses that enable learners to identify and correct errors in real time. This immediacy enhances learning efficiency and supports continuous skill development. Another significant benefit is increased learner autonomy. AI technologies empower students to manage their learning processes

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independently by providing access to customized learning materials, adaptive exercises, and self-assessment opportunities. Such features encourage active learning and foster greater responsibility for educational progress. Additionally, AI tools contribute to enhanced motivation and engagement. Interactive learning environments, gamified educational experiences, and personalized recommendations can make language learning more enjoyable and meaningful. Several studies have reported that students perceive AI-assisted learning as innovative and stimulating, leading to increased participation and persistence in language learning activities. The accessibility and flexibility offered by AI technologies also represent important advantages. Students can access learning resources at any time and from various locations, making language learning more convenient and adaptable to individual schedules. These features are particularly beneficial in higher education contexts, where students often balance academic responsibilities with professional and personal commitments (Li & Akram, 2024).

Challenges and Concerns Related to AI Integration

Despite its numerous advantages, AI integration in language learning is accompanied by several challenges and concerns. Ethical issues constitute one of the most frequently discussed topics in the literature. Researchers have raised concerns regarding data privacy, information security, algorithmic bias, and the transparency of AI decision-making processes. As AI systems collect and analyze large amounts of learner data, ensuring responsible and ethical use remains a significant challenge for educational institutions. Another concern relates to the potential overreliance on AI technologies. Some scholars argue that excessive dependence on automated systems may reduce learners' critical thinking abilities and limit opportunities for independent problem-solving. In language learning contexts, overreliance on AI-generated responses may discourage students from actively engaging in cognitive processes essential for language development. The reduction of human interaction represents an additional challenge. Language learning is inherently social and communicative, requiring meaningful interaction between learners and instructors. While AI technologies can simulate communication, they cannot fully replicate the emotional, cultural, and interpersonal dimensions of human teaching. Consequently, many researchers advocate for a balanced approach in which AI complements rather than replaces human instruction. Technological anxiety and lack of digital competence may also influence students' acceptance of AI-assisted learning. Learners who possess limited technological knowledge may experience uncertainty, frustration, or apprehension when interacting with AI systems. Such negative experiences can reduce motivation and hinder effective technology adoption (Akram et al., 2022).

AI Literacy and Student Acceptance

AI literacy has emerged as an important factor influencing students' attitudes toward AI integration. AI literacy refers to an individual's ability to understand, evaluate, and effectively utilize AI technologies. Students with higher levels of AI literacy are generally more confident in using AI tools and are better equipped to recognize both their benefits and limitations.

Research suggests that AI literacy contributes positively to technology acceptance by reducing uncertainty and increasing perceived control over technological systems. Learners who understand how AI technologies function are more likely to trust these systems and integrate them into their educational practices. Furthermore, AI literacy promotes responsible and ethical use of AI by enabling students to critically evaluate AI-generated content and make informed decisions regarding its application. Given the growing prevalence of AI in higher education, scholars increasingly emphasize the importance of developing AI literacy among students. Educational institutions are encouraged to provide training programs and learning opportunities that enhance students' technological competencies and prepare them for participation in AI-enhanced learning environments (Nawaz et al., 2021b)

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Research Gap

Although previous studies have examined the effectiveness, benefits, and challenges of AI-assisted language learning, much of the existing literature has primarily relied on quantitative methodologies that focus on measuring technology acceptance, learning outcomes, and behavioral intentions. While these studies provide valuable statistical insights, they often fail to capture the depth and complexity of students' lived experiences, perceptions, and concerns regarding AI integration. Furthermore, relatively limited research has explored university students' attitudes toward AI integration in language learning classrooms through qualitative inquiry. Existing studies frequently emphasize technological functionality and performance outcomes while paying less attention to the meanings students attach to their interactions with AI technologies. Consequently, there remains a need for qualitative investigations that examine how learners experience AI-assisted language learning, how they perceive its benefits and challenges, and how these experiences shape their attitudes toward AI integration. To address this gap, the present study explores university students' attitudes toward AI integration in language learning classrooms through a qualitative research approach. By examining students' experiences and perspectives in depth, the study seeks to contribute to a more comprehensive understanding of AI adoption within higher education language learning contexts.

Significance of the Study

The increasing integration of Artificial Intelligence (AI) into educational settings has generated considerable interest among researchers, educators, and policymakers seeking to understand its implications for teaching and learning. Within the field of language education, AI-powered technologies such as ChatGPT, Grammarly, intelligent tutoring systems, and machine translation applications are increasingly being adopted to support language acquisition and enhance learning experiences. Despite the growing prevalence of these technologies, there remains a limited understanding of how university students perceive and experience AI integration in language learning classrooms. This study is significant because it addresses this gap by exploring students' attitudes toward AI-assisted language learning through an in-depth qualitative investigation. The study contributes to the existing body of knowledge in educational technology and applied linguistics by providing a nuanced understanding of students' experiences with AI technologies. While previous research has predominantly focused on measuring technology acceptance through quantitative approaches, this study offers rich qualitative insights into the beliefs, perceptions, expectations, and concerns that shape learners' attitudes toward AI integration. Such insights are essential for understanding not only whether students accept AI technologies but also why they hold particular attitudes toward their use in educational contexts. The findings of this study are expected to benefit language educators by highlighting the factors that encourage or hinder students' engagement with AI-assisted learning tools. Understanding students' perspectives can help instructors develop more effective strategies for integrating AI technologies into classroom practices while maintaining pedagogical quality and learner-centered instruction. Furthermore, the study may assist curriculum designers in developing instructional frameworks that balance technological innovation with meaningful language learning experiences. The research is also significant for educational policymakers and university administrators who are responsible for implementing digital transformation initiatives within higher education institutions. By identifying students' perceptions regarding the opportunities and challenges associated with AI integration, the study can inform policies aimed at promoting responsible, ethical, and effective use of AI technologies in educational environments. Additionally, the findings may contribute to the development of AI literacy programs that enhance students' ability to use AI tools critically and responsibly. Finally, as AI continues to reshape educational practices worldwide, this study contributes to broader discussions concerning the future of technology-enhanced language

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learning. By exploring students' lived experiences and attitudes, the research provides valuable evidence that can support the sustainable integration of AI technologies in higher education and foster more inclusive, innovative, and learner-centered language learning environments.

Methodology

This study employed a qualitative research design to explore university students' attitudes toward the integration of Artificial Intelligence (AI) in language learning classrooms. A qualitative approach was considered appropriate because the study sought to obtain an in-depth understanding of students' perceptions, experiences, beliefs, and attitudes regarding the use of AI technologies in educational settings. Unlike quantitative methods that focus on numerical measurement and statistical relationships, qualitative inquiry allows researchers to examine the meanings participants attach to their experiences and to capture the complexity of their viewpoints within authentic learning contexts. The population of the study comprised undergraduate and postgraduate students enrolled in public and private universities where AI-assisted language learning technologies were being used or discussed within language-related courses. These students represented diverse academic backgrounds and varying levels of familiarity with AI tools such as ChatGPT, Grammarly, Google Translate, and other intelligent language-learning applications. The inclusion of students with different experiences enabled the researcher to obtain a comprehensive understanding of attitudes toward AI integration. Participants were selected through purposive sampling, a widely used sampling technique in qualitative research. This approach allowed the researcher to identify and recruit students who possessed relevant knowledge and experience regarding the use of AI technologies in language learning. The selection criteria required participants to have prior exposure to AI-assisted language learning tools and a willingness to share their experiences. Purposive sampling ensured that the participants could provide rich and meaningful information relevant to the research objectives. Data collection continued until thematic saturation was achieved, meaning that no substantially new information emerged from subsequent interviews. Data were collected through semi-structured interviews, which provided flexibility for participants to express their views while ensuring that all key areas of inquiry were addressed. An interview protocol was developed based on existing literature concerning technology acceptance, AI-assisted learning, and language education. The interview questions focused on students' experiences with AI tools, perceived benefits and challenges, levels of trust and confidence in AI technologies, effects on language learning motivation, and expectations regarding the future role of AI in education. Follow-up questions were used to encourage participants to elaborate on their responses and provide detailed explanations of their experiences. Prior to data collection, ethical considerations were carefully observed. Participants were informed about the purpose of the study and were assured that their participation was voluntary. Informed consent was obtained from all participants, and confidentiality was maintained throughout the research process. Participants were also informed of their right to withdraw from the study at any stage without any negative consequences. The collected data were analyzed using thematic analysis (Braun, & Clarke, 2019).). Audio-recorded interviews were transcribed verbatim and reviewed multiple times to ensure familiarity with the data. The researcher then conducted open coding to identify meaningful statements and recurring patterns within the transcripts. Similar codes were subsequently grouped into broader categories, which were further refined into major themes and subthemes. Through this systematic process, key themes emerged regarding students' perceptions of AI usefulness, learning motivation, technological anxiety, AI literacy, ethical concerns, and attitudes toward AI integration in language learning classrooms. To enhance the trustworthiness of the findings, several measures were implemented, including member checking, peer review, and careful documentation of the analytical process. These procedures helped ensure the credibility, dependability, and confirmability of the research

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findings. The qualitative methodology adopted in this study therefore provided a comprehensive understanding of university students' attitudes toward AI integration and generated valuable insights into the opportunities and challenges associated with AI-assisted language learning in higher education.

Results

The thematic analysis of the interview data revealed that university students generally held favorable attitudes toward the integration of Artificial Intelligence (AI) in language learning classrooms. Participants acknowledged the educational benefits of AI technologies while simultaneously expressing concerns regarding ethical issues, dependency, and the potential reduction of human interaction. Five major themes emerged from the data analysis: (1) Perceived Educational Benefits of AI, (2) Enhancement of Language Learning Motivation, (3) Development of Learner Autonomy, (4) Challenges and Concerns Regarding AI Integration, and (5) Future Expectations for AI in Language Education.

Theme 1: Perceived Educational Benefits of AI

The majority of participants perceived AI technologies as valuable tools that facilitate language learning. Students reported that AI-powered applications such as ChatGPT, Grammarly, and translation tools provided immediate feedback, improved writing accuracy, and supported vocabulary development. Many participants emphasized that the availability of instant responses allowed them to identify mistakes and improve their language skills more efficiently than traditional learning methods. Several participants noted that AI technologies helped them overcome difficulties encountered during independent study. They explained that AI tools served as supplementary learning resources that provided explanations, examples, and corrective feedback whenever instructors were unavailable. Consequently, students perceived AI as an accessible and reliable academic support system. One participant stated:

"Whenever I have difficulty understanding grammar rules or sentence structures, I use AI tools because they provide immediate explanations. This helps me learn faster and become more confident in my writing."

Another participant remarked:

"AI gives me feedback instantly. I do not have to wait for the teacher to check my work, which saves time and improves my learning."

These responses suggest that students recognize the practical value of AI technologies in enhancing learning efficiency and supporting language development.

Theme 2: Enhancement of Language Learning Motivation

A prominent theme emerging from the interviews was the positive influence of AI technologies on students' motivation to learn languages. Participants frequently described AI-assisted learning as engaging, interactive, and enjoyable. Many students reported that AI tools increased their interest in language learning by providing personalized learning experiences and interactive communication opportunities. Participants explained that AI technologies allowed them to practice language skills without fear of embarrassment or criticism. This supportive environment encouraged experimentation and increased confidence, particularly among learners who were reluctant to participate in traditional classroom activities. One student commented:

"I feel more comfortable practicing English with AI because I can make mistakes without feeling judged. This motivates me to practice more frequently."

Similarly, another participant observed:

"AI makes language learning interesting because it responds to my questions immediately and provides different examples according to my needs."

These findings indicate that AI technologies can contribute significantly to learner motivation by creating supportive and personalized learning environments.

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Theme 3: Development of Learner Autonomy

The interviews revealed that AI integration promotes learner autonomy and self-directed learning. Participants consistently emphasized that AI tools enabled them to study independently, manage their learning pace, and access educational resources whenever needed. Students appreciated the flexibility offered by AI technologies, particularly when completing assignments, preparing presentations, or practicing language skills outside the classroom. Many participants described AI as a learning companion that facilitated independent problem-solving and encouraged continuous learning. They reported relying on AI applications to review grammar, improve vocabulary, and receive explanations for complex linguistic concepts. One participant explained:

"AI helps me become an independent learner because I do not always need to ask my teacher for assistance. I can search for explanations and practice on my own."

Another participant stated:

"I can use AI anytime and anywhere. This flexibility allows me to continue learning even when I am not in class."

These responses demonstrate that AI technologies support autonomous learning behaviors and empower students to take greater responsibility for their educational development.

Theme 4: Challenges and Concerns Regarding AI Integration

Despite generally positive attitudes, participants also expressed several concerns regarding AI integration in language learning classrooms. Ethical issues emerged as one of the most frequently discussed challenges. Students voiced concerns about academic dishonesty, overdependence on AI-generated content, and the reliability of information produced by AI systems. Many participants feared that excessive reliance on AI could negatively affect critical thinking and creativity. They argued that students might become dependent on AI-generated answers instead of developing their own language skills and analytical abilities. One participant remarked:

"AI is helpful, but some students may rely on it too much. If we always use AI to complete assignments, we may not develop our own writing skills."

Another participant stated:

"Sometimes AI provides incorrect information, so students need to verify the answers before using them."

Privacy and data security concerns were also evident. Several participants expressed uncertainty regarding how their personal information might be collected and used by AI platforms. These concerns highlight the importance of ethical guidelines and responsible AI implementation within educational contexts.

Theme 5: Future Expectations for AI in Language Education

The final theme focused on students' expectations regarding the future role of AI in language learning. Most participants believed that AI technologies would become increasingly important in higher education and would continue transforming teaching and learning practices. Students anticipated greater integration of AI-powered tools into classroom activities, assessment procedures, and personalized learning systems. However, participants consistently emphasized that AI should complement rather than replace human instructors. While they acknowledged the efficiency and accessibility of AI technologies, they argued that teachers remain essential for providing emotional support, cultural understanding, critical feedback, and meaningful human interaction. One participant explained:

"AI can support learning, but it cannot replace teachers because teachers understand students' emotions and learning needs."

Similarly, another student commented:

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"The best approach is to combine AI technology with traditional teaching because both have unique strengths."

These responses suggest that students favor a balanced educational model in which AI technologies enhance learning experiences while preserving the important role of educators.

Summary of Findings

Overall, the findings demonstrate that university students generally hold positive attitudes toward AI integration in language learning classrooms. Participants perceived AI technologies as useful tools that enhance language learning, increase motivation, and promote learner autonomy. Nevertheless, concerns regarding academic integrity, technological dependency, information reliability, and data privacy remain significant considerations. Students also emphasized the importance of maintaining human interaction within AI-enhanced learning environments. The results indicate that successful AI integration requires a balanced approach that leverages the advantages of technological innovation while preserving the pedagogical and social functions of human educators.

Discussion

The present study explored university students' attitudes toward the integration of Artificial Intelligence (AI) in language learning classrooms. The findings revealed that students generally perceive AI technologies as beneficial educational tools that enhance language learning, increase motivation, and promote learner autonomy. At the same time, participants expressed concerns regarding ethical issues, technological dependency, and the potential reduction of human interaction in educational settings. These findings provide important insights into how students experience AI-assisted language learning and contribute to the growing body of literature on educational technology and applied linguistics (Zhang et al., 2025). One of the most significant findings of the study is that students perceive AI technologies as valuable resources that facilitate language learning. Participants highlighted the ability of AI tools to provide immediate feedback, personalized support, and accessible learning opportunities. These findings align with previous research suggesting that AI-assisted learning environments enhance educational effectiveness by offering adaptive and individualized learning experiences. The participants' appreciation for instant feedback supports the argument that AI technologies can address learners' immediate academic needs and facilitate continuous language development. The findings further suggest that AI can serve as an effective supplementary learning resource that extends learning beyond the traditional classroom environment (Mahnaz & Akram, 2026). Another important finding concerns the role of AI in enhancing language learning motivation. Participants reported that AI-assisted learning experiences were engaging, interactive, and enjoyable. Many students indicated that AI technologies reduced anxiety associated with making mistakes and encouraged them to practice language skills more frequently. This finding is consistent with studies emphasizing the motivational potential of technology-enhanced learning environments. The ability of AI systems to provide non-judgmental and personalized feedback appears to create a supportive learning atmosphere that fosters confidence and encourages active participation. Consequently, AI technologies may contribute not only to cognitive development but also to the affective dimensions of language learning. The study also revealed that AI integration promotes learner autonomy (Xiaofan, & Annamalai, 2025). Participants described AI tools as teach companions that enabled independent study, self-assessment, and flexible access to educational resources. These findings support contemporary educational theories that emphasize the importance of self-directed learning and learner-centered instruction (Javaid et al., 2024a: Javaid et al., 2025b). Through AI-assisted learning platforms, students are able to take greater responsibility for their learning processes and engage in individualized learning experiences that accommodate their specific needs and preferences. Such autonomy is particularly valuable in

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higher education contexts, where independent learning is often considered a fundamental academic skill. Despite these positive perceptions, participants expressed concerns regarding the challenges associated with AI integration. Academic dishonesty and overreliance on AI-generated content emerged as major issues. Students feared that excessive dependence on AI technologies could weaken critical thinking abilities, creativity, and independent problem-solving skills. These concerns reflect ongoing debates within educational technology research regarding the ethical implications of AI-assisted learning (Javaid et al., 2024b: Javaid et al., 2025a). While AI can provide valuable support, the findings suggest that educators must encourage responsible usage and ensure that students continue to develop essential cognitive and analytical competencies. Additionally, concerns regarding information accuracy and data privacy were evident among participants. Students recognized that AI-generated responses may occasionally contain inaccuracies and therefore require critical evaluation. This finding highlights the importance of AI literacy in higher education. Students need sufficient knowledge and skills to assess the reliability of AI-generated information and use technological tools responsibly. Educational institutions may therefore need to incorporate AI literacy training into curricula to ensure that learners can engage critically with emerging technologies. A particularly noteworthy finding concerns students' perceptions of the relationship between AI technologies and human instructors. Although participants expressed strong support for AI integration, they consistently emphasized that AI should complement rather than replace teachers. Students viewed educators as essential providers of emotional support, cultural understanding, mentorship, and meaningful human interaction. This finding supports existing literature arguing that technology is most effective when it enhances rather than substitutes human teaching. The participants' perspectives suggest that successful AI integration requires a balanced pedagogical approach that combines technological innovation with the interpersonal and social dimensions of learning. Overall, the findings demonstrate that students view AI as a powerful educational resource capable of transforming language learning experiences (Nawaz et al., 2021a). However, the benefits of AI can only be fully realized when ethical concerns, technological limitations, and human-centered educational values are carefully addressed. The study therefore reinforces the need for thoughtful and responsible AI implementation in higher education language learning environments.

Conclusion

This study explored university students' attitudes toward the integration of Artificial Intelligence in language learning classrooms through a qualitative investigation of their experiences and perceptions. The findings revealed that students generally hold positive attitudes toward AI-assisted language learning and recognize its potential to enhance educational outcomes. Participants perceived AI technologies as useful tools that provide immediate feedback, facilitate language skill development, increase learning motivation, and support learner autonomy. These benefits demonstrate the growing significance of AI as an educational innovation within higher education. At the same time, the study identified several concerns associated with AI integration, including academic dishonesty, overdependence on technology, information reliability, and data privacy issues. Participants emphasized the importance of using AI responsibly and critically, highlighting the need for AI literacy among students. The findings further revealed that although students appreciate the advantages offered by AI technologies, they do not view these tools as replacements for human instructors. Rather, participants advocated for a balanced educational approach in which AI serves as a supportive resource while teachers continue to provide guidance, emotional support, and meaningful human interaction. The study contributes to the existing literature by providing an in-depth understanding of students' attitudes toward AI integration in language learning contexts. Unlike purely quantitative investigations, the qualitative approach enabled the exploration of students'

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lived experiences and revealed the complex factors shaping their perceptions of AI-assisted learning. The findings offer valuable implications for educators, curriculum designers, policymakers, and educational institutions seeking to implement AI technologies effectively and ethically. As AI continues to transform educational practices, universities should develop policies and instructional strategies that maximize the benefits of AI while addressing ethical and pedagogical challenges. Furthermore, institutions should promote AI literacy and provide training opportunities that enable students to use AI technologies critically, responsibly, and effectively. Future research may explore the perspectives of teachers, compare attitudes across different educational contexts, or examine the long-term impact of AI-assisted learning on language proficiency and academic performance. In conclusion, AI has the potential to significantly enrich language learning experiences by fostering engagement, autonomy, and personalized learning. However, its successful integration depends on maintaining a balance between technological innovation and the human elements that remain fundamental to effective education. The future of language learning is therefore likely to be shaped not by the replacement of teachers with AI, but by meaningful collaboration between human expertise and intelligent technologies.

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