

RESEARCH ARTICLE**Students' Perceptions, Acceptance, and Challenges in Using AI Tools for English Language Learning: A Conceptual Review**

¹Dr. S.Archana Surya, ²Mr. Ranjith K

Assistant Professor, Department of English, Yadava College, Madurai

Assistant Professor, Department of English, Sethu Institute of Technology, Madurai

Article Received: 06/07/2026; Article Accepted: 08/08/2026; Published Online: 09/08/2026

Abstract:

The rapid development of Artificial Intelligence (AI) has transformed the possibilities for English language learning by providing learners with personalized practice, immediate feedback, interactive communication, and on-demand learning resources. However, the effectiveness of AI-supported English language learning depends not only on technological capabilities but also on students' perceptions, acceptance, attitudes, and willingness to use AI tools. This conceptual review examines students' perceptions, acceptance, and challenges associated with the use of AI tools in English language learning. It explores students' perceptions of the usefulness, ease of use, accessibility, personalization, and effectiveness of AI-supported learning. The review also considers factors influencing students' acceptance, including perceived usefulness, technological confidence, motivation, previous experience, trust, and teacher support. In addition, the paper discusses challenges such as inaccurate AI-generated responses, overdependence, privacy concerns, academic integrity, reduced human interaction, digital inequality, and limited AI literacy. The review argues that positive perceptions and acceptance are important conditions for successful AI integration, but technological acceptance alone does not guarantee meaningful language learning. Students require guidance to use AI critically, ethically, and purposefully. The paper proposes a human-AI collaborative approach in which AI tools support language practice while teachers provide pedagogical guidance, contextual feedback, and authentic communication opportunities. The review concludes that understanding students' perceptions and challenges is essential for designing effective, inclusive, and responsible AI-supported English language learning environments.

Keywords: Artificial Intelligence, student perceptions, technology acceptance, English language learning, EFL learners, AI tools, learner challenges, AI literacy

Introduction

Artificial Intelligence has become increasingly visible in education, particularly in language learning. AI-powered grammar checkers, pronunciation applications, intelligent tutoring systems, conversational chatbots, automated writing evaluation tools, and generative AI platforms can provide learners with immediate access to language-learning assistance.

English language learners can use AI tools to practise vocabulary, grammar, pronunciation, speaking, reading, listening, and writing. These technologies can also provide personalized feedback and learning activities based on individual needs. However, the successful adoption of AI in English language education depends largely on how students perceive and accept these technologies. A technically advanced AI system may have limited educational value if learners do not trust it, do not understand how to use it, or consider it difficult to access.

Students' perceptions are therefore an important area of investigation. Their experiences can influence motivation, frequency of use, learning engagement, and willingness to continue using AI. This conceptual

RESEARCH ARTICLE

review examines students' perceptions, acceptance, and challenges in using AI tools for English language learning.

2. Students' Perceptions of AI Tools

Students may perceive AI tools in different ways depending on their technological experience, language proficiency, educational background, and learning objectives.

Positive perceptions commonly include:

- convenience;
- accessibility;
- immediate feedback;
- personalized learning;
- interactive practice;
- reduced learning anxiety;
- availability outside classroom hours.

For example, students may appreciate the ability to ask an AI system for a grammar explanation at any time rather than waiting for classroom instruction.

Some students may also perceive AI as a private environment in which they can practise English without fear of making mistakes in front of classmates. However, students may also have negative perceptions when AI produces incorrect information or when they feel that technology reduces opportunities for human interaction.

3. Perceived Usefulness

Perceived usefulness refers to the extent to which students believe that using an AI tool will help them achieve their learning objectives.

In English language learning, students may consider AI useful if it helps them:

- improve grammar;
- expand vocabulary;
- practise speaking;
- improve pronunciation;
- develop writing;
- understand difficult texts;
- prepare presentations;
- receive immediate feedback.

If students observe meaningful improvement in their language performance, their willingness to use AI may increase.

Therefore, demonstrating clear educational benefits is important for successful AI adoption.

4. Ease of Use and Accessibility

Ease of use is another important factor influencing student acceptance.

AI tools that are simple to access and interact with may encourage frequent use. Students may prefer systems that provide clear instructions, intuitive interfaces, and understandable feedback.

Accessibility is also important. Students require appropriate devices, internet connectivity, and digital skills to use advanced AI tools.

Differences in access can create inequalities between learners.

Institutions should therefore consider accessibility when implementing AI-supported language-learning programs.

5. Student Acceptance of AI

Technology acceptance is influenced by several factors.

Students may be more willing to use AI when they perceive it as:

- useful;
- easy to use;
- reliable;

RESEARCH ARTICLE

- relevant to their learning needs;
- trustworthy;
- affordable or accessible.

Previous experience with digital technologies may also influence acceptance.

Students who regularly use educational applications may adapt more easily to AI-supported learning than students with limited technological experience.

Teacher encouragement can further influence acceptance by demonstrating appropriate uses of AI.

6. AI and Learner Engagement

AI tools can potentially increase learner engagement by making English learning interactive and personalized. Students can engage in:

- AI conversations;
- vocabulary quizzes;
- grammar exercises;
- writing revision;
- role-play activities;
- pronunciation practice;
- reading comprehension tasks.

Generative AI can also allow learners to choose topics according to their interests.

For example, engineering students can practise English through discussions about artificial intelligence, robotics, software development, renewable energy, or other technical subjects.

Topic relevance may increase students' willingness to participate.

7. Students' Perceptions of Personalized Learning

Personalization is one of the frequently discussed advantages of AI.

Students can request different levels of difficulty, additional explanations, examples, and practice exercises.

For instance, a learner struggling with English tenses can request a customized series of exercises and explanations.

Students may perceive this flexibility positively because traditional classroom instruction may not always accommodate individual learning speeds.

However, excessive personalization without teacher guidance may result in fragmented learning. AI recommendations should therefore be aligned with course objectives.

8. Major Challenges in AI Use

Despite its benefits, students face several challenges when using AI tools.

Accuracy and Reliability

AI-generated responses may contain grammatical, factual, or contextual errors.

Overdependence

Students may rely on AI for assignments instead of developing their own language abilities.

Academic Integrity

AI can be misused to generate essays, reports, and other academic work.

Privacy

Students may be concerned about the collection and storage of their personal information and learning data.

Reduced Human Interaction

Excessive AI use may reduce opportunities for communication with teachers and classmates.

Digital Inequality

Not all students have equal access to suitable devices, internet services, or advanced AI platforms.

These challenges can influence students' attitudes toward AI and their willingness to use it.

9. Trust and AI Literacy

Trust is an important factor in AI acceptance.

Students may initially assume that AI-generated answers are correct. However, AI systems can generate

RESEARCH ARTICLE

inaccurate or misleading information.

Students therefore need AI literacy—the ability to understand AI capabilities, limitations, ethical issues, and appropriate use.

AI literacy should include:

- evaluating AI-generated information;
- identifying possible inaccuracies;
- verifying important information;
- protecting personal data;
- using appropriate prompts;
- avoiding plagiarism;
- acknowledging AI assistance where required.

Developing AI literacy can promote responsible and informed use.

10. Role of Teachers

Teachers play an important role in shaping students' perceptions of AI.

When teachers clearly explain the benefits and limitations of AI, students may develop more realistic expectations.

Teachers can demonstrate how AI can be used for:

- language practice;
- brainstorming;
- feedback;
- vocabulary development;
- pronunciation;
- revision.

They can also explain inappropriate uses, such as submitting AI-generated assignments as original work.

Teacher guidance can therefore improve both acceptance and responsible use.

11. Human-AI Collaborative Learning

AI should not replace human interaction in English language education.

A balanced model can involve:

Teacher Guidance → AI-Supported Practice → Student Reflection → Peer Interaction → Teacher Evaluation

AI provides immediate and personalized practice, while teachers and peers provide authentic communication and contextual feedback.

This approach can help students benefit from AI without becoming dependent on it.

12. Future Research

Future research should investigate students' perceptions across different educational contexts and proficiency levels.

Researchers can examine:

- perceived usefulness;
- perceived ease of use;
- trust;
- motivation;
- frequency of AI use;
- learner satisfaction;
- language achievement;
- AI literacy;
- ethical awareness.

Quantitative surveys can measure acceptance patterns, while interviews and focus groups can explore students' experiences in greater depth.

RESEARCH ARTICLE

Longitudinal studies are also needed to determine whether positive initial attitudes toward AI result in sustained and meaningful language-learning behaviour.

Comparative research across disciplines and institutions could reveal whether students' perceptions differ according to academic background and language-learning needs.

13. Conclusion

Students' perceptions and acceptance are central to the successful integration of AI tools into English language learning. AI can provide convenience, personalization, immediate feedback, interactive practice, and opportunities for learning beyond the classroom.

Students may perceive AI positively when they experience clear benefits and find the technology accessible and easy to use. However, concerns regarding accuracy, privacy, academic integrity, overdependence, reduced human interaction, and unequal access can negatively influence acceptance. The educational value of AI therefore depends not simply on technological availability but on how students are prepared to use it.

A human-AI collaborative approach is recommended. Teachers should provide pedagogical guidance, establish appropriate learning objectives, promote critical AI literacy, and create opportunities for authentic human communication. Students should be encouraged to use AI as a learning assistant rather than as a replacement for their own thinking and effort.

Ultimately, understanding students' perceptions, acceptance, and challenges can help educational institutions develop more effective and responsible AI-supported English language programs. With appropriate guidance, AI can become a valuable component of learner-centred English education while maintaining the essential role of teachers and human communication.

Works Cited

- Godwin-Jones, Robert. "Using Mobile Technology to Develop Language Skills and Learning." *Language Learning & Technology*, vol. 22, no. 3, 2018, pp. 2–17
- Holmes, Wayne, Maya Bialik, and Charles Fadel. *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign, 2019
- Kasneci, Enkelejda, et al. "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education." *Learning and Individual Differences*, vol. 103, 2023, article 102274
- Kohnke, Lucas, Benjamin L. Moorhouse, and Di Zou. "ChatGPT for Language Teaching and Learning." *RELC Journal*, 2023
- Lai, Chun. "A Framework for Developing Self-Directed Technology Use for Language Learning." *Language Learning & Technology*, vol. 17, no. 2, 2013, pp. 100–22
- Luckin, Rose, Wayne Holmes, Mark Griffiths, and Laurie B. Forcier. *Intelligence Unleashed: An Argument for AI in Education*. Pearson, 2016
- Sharples, Mike. "Towards Social Generative AI for Education: Theory, Practices and Ethics." *Journal of Learning Analytics*, 2023
- UNESCO. *Guidance for Generative AI in Education and Research*. UNESCO, 2023
- Zawacki-Richter, Olaf, et al. "Systematic Review of Research on Artificial Intelligence Applications in Higher Education." *International Journal of Educational Technology in Higher Education*, vol. 16, 2019, article 39