

كَلِيبَةُ التَّرْبِيبَةِ لِلبَنَاتِ

مَجَلَّةٌ عِلْمِيَّةٌ مُحْكَمَةٌ

دَوْرِيَّةٌ فَصْلِيَّةٌ

تَصَدُّرُ عَنْ كَلِيبَةِ التَّرْبِيبَةِ لِلبَنَاتِ

جهة الإصدار: كلية التربية للبنات / الجامعة العراقية اختصاص المجلة:

العلوم الإنسانية والتربوية

ISSN 2708-1354 (Print)

ISSN 2708-1362 (Electronic)

رقم الاعتماد في دار الكتب والوثائق العراقية 2138 لسنة 2016م نوع الإصدار:

(فصلي) كل ثلاثة أشهر.

نطاق التوزيع: داخل العراق البريد الإلكتروني:

wom.sta.uni@aliraqia.edu.iq

هاتف سكرتارية التحرير: 07879820943 (الهاتف الأرضي) داخلي: (2037)

مجلة كلية التربية للبنات - العراقية المجلات الأكاديمية المحكمة:

<https://www.iasj.net/iasj/journal/349/issues>

○ حقوق النشر محفوظة.

○ الحقوق محفوظة للمجلة.

○ الحقوق محفوظة للباحث من تاريخ تسليم البحث إلا في حالة تنازله خطي أ.

ما ينشر في المجلة من بحوث ووجهات نظر تعبر عن أصحابها

ولا تعبر بالضرورة عن آراء هيئة التحرير أو وجهة نظر الكلية.

وزارة التعليم العالي والبحث العلمي

الجامعة العراقية

كلية التربية للبنات

مَجَلَّة

كَلِيتَةُ التَّرْبِيَةِ لِلبَنَاتِ

مَجَلَّةٌ عِلْمِيَّةٌ مُحْكَمَةٌ

تَصَدَّرُ عَنْ كَلِيتَةِ التَّرْبِيَةِ لِلبَنَاتِ

فصلية دورية

العدد الثلاثون (٣٠) - الصادر بتاريخ: أيلول/2025

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿ أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ

﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾ ﴾

سورة العلق: ١ - ٥

﴿ وَقُلْ أَعْمَلُوا فَسَيَرَى اللَّهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ إِلَى

عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ ﴿١٠٥﴾ ﴾

سورة التوبة: ١٠٥.

﴿ أُولَئِكَ يَتَفَكَّرُوا فِي أَنْفُسِهِمْ ^{فَلَمَّا} خَلَقَ اللَّهُ السَّمَوَاتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا

إِلَّا بِالْحَقِّ وَأَجَلٍ مُّسَمًّى ^{فَلَمَّا} وَإِنَّ كَثِيرًا مِّنَ النَّاسِ بِلِقَائِ رَبِّهِمْ

لَكَافِرُونَ ﴿٨﴾ ﴾

سورة الروم: ٨

رئيس هيئة التحرير

الأستاذ المساعد الدكتورة شيماء ياسين طه الرفاعي / تخصص: الفقه الإسلامي

في قسم اللغة العربية / كلية التربية للبنات / الجامعة العراقية

مدير التحرير

الأستاذ الدكتورة سهى سعدون جاسم / تخصص اللغة العربية

في قسم علوم القرآن / كلية التربية للبنات / الجامعة العراقية

أعضاء هيئة التحرير

١. أ.د. هاني حتمل محمد عبيدات: جامعة اليرموك / كلية التربية / الأردن عضواً خارجياً
٢. أ.م.د. عقيلة عبد القادر دبيشي: جامعة باريس / كلية الفلسفة / فرنسا عضواً خارجياً
٣. أ.د. سعد الدين بو طبال : جامعة خميس مليانة / الجزائر عضواً خارجياً
٤. أ.د. سميرة عبدالله الرفاعي : جامعة اليرموك / كلية الشريعة / الأردن عضواً خارجياً
٥. أ.د. سوسن صالح عبدالله : تخصص اللغة الإنجليزية عضواً
٦. أ.د. ورقاء مقداد حيدر : تخصص الفقه الإسلامي عضواً
٧. أ.د. بشرى غازي علوان : تخصص اللغة العربية عضواً
٨. أ.م.د. زهراء عبد العزيز سعيد : تخصص التاريخ الحديث عضواً
٩. أ.م.د. ضحى محمد صالح : تخصص علوم القرآن عضواً
١٠. أ.د. لمى سعدون جاسم : تخصص الأدب الجاهلي عضواً
١١. أ.م.د. أسيل عبد الحميد عبد الجبار : تخصص علم النفس التربوي عضواً
١٢. م.د. سماح ثائر خيري : تخصص رياض الأطفال عضواً
١٣. أ.م.د. سينا أحمد جار الله : تخصص محاسبة عضواً مالياً

قائمة المحتويات - العدد (٣٠ ج ١) : أيلول/2025- البحوث المحكمة

ت	اسم البحث	الباحث	الصفحة
١.	الاقتضاء النحوي وأثره في التعبير القرآني في ضوء تفسير التحرير والتتوير لطاهر بن عاشور	أ.د. جاسم الحاج جاسم المحمدي	٣٨-١
٢.	فاعلية استراتيجيتين مقترحتين قائمتين على لنظرية التداولية في تنمية الابداع اللغوي لدى طلبة قسم اللغة الإنكليزية	أ.د. معد صالح فياض الجبوري م.م. ميثاق فزع إبراهيم العزاوي	٦٦-٣٩
٣.	فاعلية برنامج إرشادي قائم على عدد من التقنيات العلاجية الحديثة في خفض القلق الانعكاسي الذاتي لدى المرضى المراجعين للعيادات النفسية	أ.د. زهراء عبد المهدي محمد علي حسن	٩٥-٦٧
٤.	مفهوم التضخم وآثاره الاجتماعية	م.د. علي خالد عبد الرحمن	١٠٩-٩٦
٥.	تَسْبِيحُ الْأَحْكَامِ فِي الْفَقْهِ الْإِسْلَامِيِّ	أ.م.د. عبد الوهاب حميد مجيد	١٤٥-١١٠
٦.	أزمة ولاية العهد في الأردن حتى عام ٢٠٠٩م	م.د. سلام كريم عبد الحسين	١٦٥-١٤٦
٧.	ألفاظ الجرح النادرة عند الإمام النسائي "لا يعجبني حديثه" ذهب حديثه يعرف وينكر - نكرة تغير - عنده عجائب في كتابه الضعفاء والمتروكون "جمع ودراسة"	م.د. بلال إرحيم يوسف	١٨٦-١٦٦
٨.	اللغة العربية عبر التاريخ الإسلامي وأثرها على الغرب الأوربي - نظرة اقتصادية استشرافية-	م.د. علي فلاح جوجي سلمان	٢١١-١٨٧
٩.	تجارة الذهب الصامته في أفريقية	م.د. سعاد سليم عبدالله	٢٤٦-٢١٢
١٠.	جامع العلوم الباقولي(٥٤٣هـ) وجهوده في توجيه المشكلات النحوية في الآيات القرآنية في كتابه "كشف المشكلات وإيضاح المعضلات في إعراب القرآن وعلل القراءات"	م.د. إسراء محمد منصور	٢٧٨-٢٤٧
١١.	A Cognitive Linguistics Study of Selected Children's Fashion Advertisements	م.م. هبة حسين سعدون	٣٠١-٢٧٩
١٢.	عوامل قوة دولة المماليك واستمرارها في مصر وبلاد الشام ٦٤٨هـ - ٩٢٣هـ / ١٢٥٠م - ١٥١٧م -دراسة تاريخية -	م.د. آمنه حميد حمزه م.م. رسل فاضل عباس	٣٣١-٣٠٢
١٣.	وسائل التسلية والترفيه في عهدي المرابطين والموحدين	م.د. جمعة فرج محمد السباعوي	٣٥٥-٣٣٢
١٤.	أثر استراتيجية التعلم التشاركي في تحصيل طلاب الأول متوسط في مادة الاجتماعيات وتفكيرهم الإيجابي	م. أحمد كاطع حسن	٣٨٣-٣٥٦
١٥.	الروم الكاثوليك ودورهم السياسي في لبنان (١٩١٨م-١٩٤٣م)	م.د. سعد عزيز كريم الحميداوي	٤٠٦-٣٨٤
١٦.	مدى تحقيق أسئلة الامتحانات العامة لمادة الكيمياء للصف الثالث المتوسط في العراق لبعد العمليات المعرفية لهرم بلوم المعدل	م. وسن موحان محسن حمزة الرازقي	٤٢٩-٤٠٧
١٧.	أثر قبائل النوبة في إيقاف الفتوحات الإسلامية	م.م. ذياب أحمد عبد المحسن	٤٤١-٤٣٠

١٨.	أثر نهر النيل على العلاقات المصرية - الأثيوبية ١٩٥٦م -١٩٧٩م	م.م. أركان هادي وردي	٤٥٩-٤٤٢
١٩.	الرضا عن التعاطف وعلاقته بالرفاه النفسي لدى المرشدين التربويين	م.م. شاكر حامد رشيد	٤٨٢-٤٦٠
٢٠.	"القصة في الأدب الأندلسي وتجليات اللغة الإسلامية فيها	م.م. أسيل سالم مسير	٤٩٢-٤٨٣
٢١.	المسيحية في اليابان (١٨٦٨ - ١٩٢٤)	م.م. عامر واثق أحمد	٥٠٩-٤٩٣
٢٢.	النمط الاقتصادي في ناحية اليوسفية دراسة إنثروبولوجية	م.م. مصطفى أحمد مصلح	٥٤٥-٥١٠
٢٣.	تقييم مستوى مفاهيم المعرفة الصحية والسلامة الوبائية في كتب العلوم للمرحلة الابتدائية والصعوبات التي تواجه المعلمين أثناء تدريسها وعلاقتها بمستوى الوعي المعلوماتي الصحي لدى الطلبة	م.م. حسين عمران عبود السيلوي	٥٧٠-٥٤٦
٢٤.	The Use of Prefix (A) by EFL Postgraduate : A morphological Awareness	م.م. عمر عبد الجبار علي م.م. أوس عاصم مصطفى م.م. مصطفى حميد علي	٥٨٧-٥٧١
٢٥.	Mr. Teacher GPT's Impact on EFL University Students' Achievement in Grammar	أ.د. شذى كاظم مفتن السعدي	٦١٥-٥٨٨
٢٦.	The Impact of Executive Attention Strategy on EFL Preparatory School Pupils' Oral Achievement in English	إيمان أحمد زيدان خلف أ.د. شذى كاظم مفتن السعدي	٦٣٣-٦١٦
٢٧.	أثر استراتيجية ملء الجرة في اكتساب المفاهيم الإسلامية لدى طالبات الصف الثاني المتوسط في مادة القرآن الكريم والتربية الإسلامية	أ.د. هند مهدي صالح أ.د. مصطفى مؤيد حميد آمنة ناجي محمد الراوي الرفاعي	٦٧٠-٦٣٤
٢٨.	الإستعارة في آيات الأهل والال في القرآن الكريم	أ.م.د. أروى عبد الحميد محمود سهاد مبدر شجاع	٦٨٩-٦٧١
٢٩.	الإستقلال الإدراكي لدى الأطفال في الأعمار (٩، ١٠، ١١) سنة	أ.د. فؤاد علي فرحان مريم هاني مسلم	٧١١-٦٩٠
٣٠.	التعلق الآمن لدى الأطفال	أ.د. قاسم محمد نده عائشة دريد سفر	٧٣٨-٧١٢

التعريف:

مجلة علمية دورية محكمة فصلية تصدر عن كلية التربية للبنات الجامعة العراقية

تحمل الرقم الدولي:

ISSN (print): 2708 – 1354 ISSN (online): 2708 – 1362

مجلة معتمدة في دار الكتب والوثائق العراقية بالرقم: (2138) لسنة 2016م

وتقوم بنشر البحوث العلمية القيمة والأصيلة

في مجالات العلوم الإنسانية المختلفة باللغتين العربية والإنجليزية.

دعوة:

ترحب هيئة تحرير المجلة بإسهامات الباحثين، وأصحاب الأقلام من الكتاب والمثقفين في أقسام الفكر الإسلامي، والعلوم الإنسانية، والاجتماعية، والتعليمية والتربوية، وكل ما له صلة بشؤون المرأة والمجتمع، وقضايا الإنماء التربوي والتعليمي، والبرامج التطويرية المعاصرة على وجه العموم ذلك على وفق قواعد النشر المعتمدة من هيئة تحرير المجلة على وفق تعليمات وضوابط النشر في المجلات العلمية الصادرة من دائرة البحث والتطوير في وزارة التعليم والبحث العلمي الموقرة.

ضوابط النشر في المجلة

١. تتخصص المجلة بنشر الحوث العلمية القيمة والأصيلة في المجالات الإنسانية، والتي لم يسبق نشرها أو تقديمها إلى أي جهة أخرى (بتعهد خطي من صاحب البحث) ضمن المحاور المشار إليها في التعريف أعلاه، شرط الالتزام بمنهجية البحث العلمي وخطوات المتعارف عليها محلياً وعالمياً، وتقبل البحوث بإحدى اللغتين العربية أو الإنجليزية بنسبة محددة.
٢. تخضع البحوث المرسلة إلى المجلة جميعها لفحص أولي من هيئة التحرير لتقرير مناسبتها لتخصص المجلة، ثم لبيان أهليتها للتحكيم، ويحق لهيئة التحرير أن تعتذر عن قبول البحث بالكامل، أو تشترط على الباحث تعديله بما يتناسب وسياسة المجلة قبل إرساله إلى المحكمين.
٣. ضرورة تحقق السلامة اللغوية مع مراعاة علامات الترقيم، ومتانة الأسلوب ووضوح الفكرة علل أن يكون الباحث مسؤولاً عن السلامة اللغوية للبحث المقدم باللغتين العربية والإنجليزية.
٤. ترسل البحوث المقبولة للتحكيم العلمي السري إلى خبراء من ذوي الاختصاص قبل نشرها، للتأكد من الرصانة العلمية والموضوعية والجدة والتوثيق على وفق استمارة معتمدة ولا تلتزم هيئة التحرير بالكشف عن أسماء محكميها، وترفض البحوث المتضمنة في خلالها إشارات تكشف عن هوية الباحث.
٥. لضمان السرية الكاملة لعملية التحكيم تكون المعلومات الخاصة بهوية الباحث أو الباحثين في الصفحة الأولى من البحث فحسب.
٦. يلتزم الباحث بإجراء التعديلات الجوهرية المقترحة من المحكمين للبحث.
٧. يحق لهيئة تحرير المجلة رفض البحث واتخاذ القرار وعدم التعامل مع الباحث مستقبلاً عند إكتشافها ما يتنافى والأمانة العلمية المطلوبة بعد التثبت من ذلك.
٨. تنتقل حقوق طبع البحث ونشره إلى المجلة عند إخطار صاحب البحث بقبول للنشر، ولا يجوز النقل - أي عن البحث - إلا بالإشارة إلى مجلتنا، ولا يجوز لصاحب البحث أو لأي جهة أخرى إعادة نشره في كتاب أو صحيفة أو دورية إلا بعد أن يحصل على موافقة خطية من رئيس التحرير.
٩. تقدم رئاسة هيئة التحرير مكافأة خاصة للمحكمين، وشهادة إبداع وتميز للبحوث المبتكرة للباحثين .
١٠. معتمد المجلة آلية التوثيق المتنوعة فتقبل البحوث بآلية التوثيق بالهوامش سواء أكان في نفس الصحيفة ، أم في نهاية البحث، كما تقبل البحوث بآلية التوثيق في المتن بالطريقة

المتعارف عليها عالمياً بـ APA.

١١. تقبل المجلة كذلك البحوث الميدانية أو العملية، شرط أن يورد الباحث مقدمة يبين فيها طبيعة البحث ومدى الحاجة إليه ، ومن ثم يحدد مشكلة البحث في هيئة مساءلات أو فرضيات، ويعرّف المفاهيم والمصطلحات، ويقدم عندها قسماً خاصاً بالإجراءات يتناول فيه خطة البحث والعينات والأدوات ، فضلاً عن قسم خاص بالنتائج ومناقشتها، ويورد أخيراً قائمة المراجع.
١٢. لا يجوز نشر أكثر من بحث للباحث في العدد الواحد من المجلة سواءً أكان بحث منفرداً أم مشتركاً مع باحث آخر.
١٣. يزود صاحب البحث- عند نشره- بنسخة واحدة مستلة مختومة من البحث المنشور في العدد.
١٤. تحتفظ هيئة التحرير بحقها في أولوية النشر في كل ما يرد إليها من مطبوعات، تأخذ بنظر الاعتبار توازن المجلة، والأسبقية في تسليم البحث معدلاً بعد التقييم، واعتبارات أخرى، ويخضع ترتيب البحوث في العدد الواحد للمعايير الفنية المعتمدة في خطة التحرير.
١٥. البحوث المنشورة في المجلة تعبر عن آراء أصحابها، ولا تعبر بالضرورة عن رأي هيئة التحرير أو الهيئة الاستشارية للمجلة.
١٦. جميع المراسلات المتعلقة بالمجلة كافة تكون بإسم رئيس التحرير، أو مدير التحرير عبر العنوان البريدي: wom.sta.uni@aliraqia.edu.iq أو عن طريق برنامج التلجرام على الرقم ٠٧٨٧٩٨٢٠٩٤٣.
١٧. أخيراً تأكد هيئة التحرير على ضرورة الإلتزام بالبحث الموضوعي الحر والهادئ والبعيد عن كل أشكال التهجم أو المساس بالرموز والشخصيات، وتتأى عن نشر الموضوعات التي تمس المقدسات أو تلك التي تدعو إلى العصبية الفئوية والطائفية وكل ما يوجب الفرقة ويهدد السلم المجتمعي.

دليل المؤلف Author Guidelines

١. يقدم الباحث طلب خطي (إستمارة رقم 1 المرفقة) مختوم بالختم الرسمي لجهة الإنتساب .
٢. يقدم الباحث ثلاث نسخ ورقية مطبوعة مكبوسة على ورق (A4) وعلى وجه واحد، وتكون إعدادات حواشي الصفحة 5.2 سم من كل جانب بخط (Simplified Arabic) بحجم 14 للمتن و 12 للهامش، و16 غامق للعنوان الرئيسي و 15 غامق للعنوان الفرعي. وإذا كان البحث باللغة الانجليزية فيكون بخط (Times New Roman) .
٣. لا يزيد البحث عن خمسة وعشرين صحيفة ويكون من ضمنها المراجع والحواشي والجداول والأشكال والملاحق. ويتحمل الباحث ما قيمته ثلاثة آلاف دينار عن كل صحيفة زائدة.
٤. يوقع الباحث التعهد الخاص بكون البحث لم يسبق نشره، ولم يقدم للنشر إلى جهات أخرى، ولن يقدم للنشر في الوقت نفسه حتى انتهاء إجراءات التحكيم (استمارة رقم 2).
٥. يلتزم الباحث بتقديم نسخة من كتاب الاستتال الإلكتروني للبحث وبخلافه يتعذر النشر.
٦. يتعهد الباحث بجلب نسخة إلكترونية من البحث على قرص حاسوب (CD) بعد إجراء جميع التعديلات المطلوبة وقبول البحث للنشر في المجلة.
٧. يرفق مع البحث خلاصة دقيقة باللغتين العربية والانجليزية على ألا تزيد على صحيفتين مع السيرة الذاتية.
٨. يسدد الباحث أجور النشر والخبراء بحسب مقدارها لكل لقب علمي وفق المنصوص عليه في الكتب الرسمية ويتم تسليم الأجر إلى الجهة الرسمية في القسم المالي للكلية بوصلات رسمية تحفظ حق الباحث وإدارة المجلة ، ولا تسترد الأجر في حالة رفض رئيس التحرير أو المقيمين للبحث المقدم لأسباب علمية أو لسلامة الفكرية أو غيرها.
٩. يستلم الباحث إيصالاً خطياً بتاريخ مسلم البحث. ثم يُعلم بالإجراءات التي تمت.
١٠. إذا استخدم الباحث واحدة من أدوات البحث في الاختبارات أو جمع البيانات فعليه أن يقدم نسخة كاملة من تلك الأداة إذا لم تنشر في صلب البحث أو ملاحق .
١١. تلتزم المجلة بإرسال البحث إلى ثلاثة مقومين بخطاب تأليف (استمارة رقم 3) المرفقة على أن يتم تقويم البحث في مدة أقصاها إسبوعاً واحداً من تاريخ إستلامه للبحث، وبخلاف يقدم الخبير اعتذاره خلال هذا الإسبوع، وعندما يكون التقويم العلمي إيجابياً باتفاق إثنين من المقومين على الأقل يحال البحث إلى المقوم اللغوي لتدقيقه لغوياً.

دليل المقيم Reviewer Guidelines

أدناه الشروط والمتطلبات الواجب مراعاتها من قبل المقيم للبحوث المرسلّة:

١. يقوم البحث على وفق استمارة معتمدة للتقويم (استمارة رقم 4) تتضمن الآتي:

أ- فقرة تتعلق بموضوع البحث هل سبقت دراسته من قبل بحسب علمكم؟ وهل يوجد اقتباس حرفي؟ (الإشارة إلى الاقتباس إن وجد) أو استلال مع تحديد مكان الاستلال.

ب - جدول تقويمي فني تفصيلي يعبر عنه بـ (24) فقرة محددة صيغت على وفق مقياس ليكرت الثلاثي: جيد (3)، مقبول (2)، ضعيف (1) ويقوم الخبير بالتأشير على اختيار واحد منها تبعاً لقناعته بمحتوى الفقرة وعدم ترك أي فقرة بدون إجابة.

ت - مكان محدد لملاحظات الخبير الخاصة بتفاصيل البحث، أو أساسيات العامة (علمية أو منهجية) كي يستفيد منها الباحث.

ث - خلاصة التقويم المتعلقة بصلاحية النشر على وفق ثلاث خيارات (صالح للنشر أو صالح بعد إجراء التعديلات، أو غير صالح للنشر) على وفق المعايير المحددة في الاستمارة.

ج - مكان محدد لتنشيط مسوغات عدم الصلاحية للنشر إذا حكم بذلك.

٢. على المقيم التأكد من تطابق وتوافق عنوان الخلاصتين العربية والإنجليزية لغوياً.

٣. أن يبين المقيم هل أن الجداول والأشكال التخطيطية الموجودة واضحة ومعبرة.

٤. أن يبين المقيم هل أن الباحث اتبع الأسلوب الإحصائي الصحيح.

٥. أن يوضح المقيم هل أن مناقشة النتائج كانت كافية ومنطقية.

٦. على المقيم تحديد مدى استخدام الباحث المراجع العلمية.

٧. يمكن للمقيم أن يوضح بورقة منفصلة التعديلات الأساسية لغرض قبول البحث.

٨. توقيع الخبير علل الاستمارة تمثل تعهد خطي بأنه قام بتقويم البحث علمياً على وفق المعايير الموضوعية، وإن البحث يستحق التقويم الحاصل عليه ومطلوب تسجيل إسمه على وفق ما مثبت في الاستمارة.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الإفتاحية

الحمد لله رب العالمين والصلاة والسلام على سيدنا و نبينا محمد وعلى آله الطيبين الطاهرين، وأصحابه الغُر الميامين.. وبعد

فعلى بركة الله نتشرف هيئة تحرير مجلة كلية التربية للبنات - الجامعة العراقية بعرض النتاج العلمي والمعرفي للباحثين ضمن الإصدار (الثلاثون ٣٠) والمؤرخ في: أيلول/2025، ليغترف منه القارئ الكريم البضاعة النافعة والسلعة الغالية، في غراس علمي إنساني تربوي معاصر، إمتاز فيه هذا الإصدار بموارد العلوم للدراسات الإنسانية والتربوية المتنوعة ليكون مرجعاً علمياً للباحثين وطلاب العلم .. ونبراساً يشع بالارتقاء بالمجتمعات إلى التطور والإزدهار، وبلورة العقول للإفراد للنهوض والتفوق على الصعاب ومواجهة التحديات في مختلف جوانب الحياة الإنسانية ..

واخيراً نسأل الله تعالى التوفيق والقبول ، ونلتقيكم بإذن الله تعالى مع المزيد من العطاء العلمي والنتاج المعرفي وفقنا الله وإياكم لمزيد من العطاء خدمة للمسيرة التعليمية

.. وصلى الله على سيدنا محمد وعلى آله وصحبه وسلم ..

Mr. Teacher GPT's Impact on EFL University Students' Achievement in Grammar

Alaa Ayed Lateef

aalaa.aayid2303@coeduw.uobaghdad.edu.iq

MA. Candidate, Department of English language,
College of Education for Women, University of Baghdad, Iraq.

Prof. Shatha Kathim Alsaadi (Ph. D)

shatha@coeduw.uobaghdad.edu.iq

Professor, Department of English Language, College
of Education for Women, University of Baghdad, Iraq.

Received:

Accepted:

Online Published:

Abstract

Despite the crucial role of grammar in EFL learning, many university students struggle with applying grammatical rules correctly in their writing. This issue stems from multiple factors, including teachers' limited skills in grammar instruction and the perception among students that traditional grammar lessons are boring and ineffective. Although students are increasingly aware of artificial intelligence (AI) technologies, they lack the knowledge to effectively use these tools to enhance their grammar skills. Moreover, while chatbots have been widely used in various educational contexts, their specific impact on improving English grammar proficiency remains underexplored. Therefore, it is essential to investigate whether chatbot-based instruction can effectively support EFL learners in acquiring English grammar skills. The objective of this research is to ascertain if Mr. Teacher GPT, an AI-based educational tool, improved the grammatical competency of EFL university students more effectively than traditional teaching methods. Out of 100 students in the population, 66 third-year English department students were randomized into experimental and control groups using a stratified selection technique. During the 2024–2025 academic year, the researchers carried out a study. The primary instruments employed to achieve the objective of the study were an observational checklist and a post-test. The post-test assessed students' grammatical skills, while the checklist gauged their attitudes and opinions about using the AI program. The findings suggest that exposure to Mr. Teacher GPT, led to significantly enhanced grammar proficiency in the experimental group compared to the control group. Additionally, there was a high association between students' positive attitudes regarding AI-based learning and their grammatical proficiency after receiving instruction. These findings imply that artificial intelligence (AI) tools, like Mr. Teacher GPT, can be a useful addition to conventional grammar training, creating a more engaging and student-focused learning environment. The study recommends more conducting further research on long-term outcomes, proficiency-based adjustments, and broader applications of AI in EFL contexts.

السيد المدرس **GPT** وأثره في تحصيل طالبات الجامعة في اللغة الانكليزية بوصفها لغة انكليزية في مادة النحو

الاء عايد لطيف

aalaa.aayid2303@coeduw.uobaghdad.edu.iq

شذى كاظم السعدي

قسم اللغة الانكليزية، جامعة بغداد، كلية التربية للبنات، العراق

shatha@coeduw.uobaghdad.edu.iq

المستخلص

رغم الدور الحاسم الذي تؤديه القواعد النحوية في تعلم اللغة الإنجليزية كلغة أجنبية (EFL)، لا يزال العديد من طلبة الجامعات يواجهون صعوبات في تطبيق القواعد النحوية بشكل صحيح في كتاباتهم. وتُعزى هذه المشكلة إلى عدة عوامل، من بينها محدودية مهارات المعلمين في تدريس النحو، بالإضافة إلى نظرة الطلبة إلى دروس النحو التقليدية على أنها مملة وغير فعّالة. وعلى الرغم من ازدياد وعي الطلبة بالتقنيات المعتمدة على الذكاء الاصطناعي، إلا أنهم يفتقرون إلى المعرفة اللازمة لاستخدام هذه الأدوات بشكل فعال لتحسين مهاراتهم النحوية. وعلاوة على ذلك، وعلى الرغم من الاستخدام الواسع للروبوتات الحوارية (chatbots) في سياقات تعليمية متعددة، لا يزال تأثيرها المباشر في تحسين الكفاءة النحوية في اللغة الإنجليزية لدى متعلمي اللغة الأجنبية غير مُستكشف بشكل كافٍ. ومن ثم، تبرز الحاجة إلى دراسة مدى فعالية التدريس المعتمد على الروبوتات الحوارية في دعم متعلمي اللغة الإنجليزية كلغة أجنبية في اكتساب المهارات النحوية. هدفت هذه الدراسة إلى استقصاء مدى فاعلية أداة "MrTeacher GPT" وهي أداة تعليمية مدعومة بالذكاء الاصطناعي، مقارنة بأساليب التدريس التقليدية في تحسين الكفاءة النحوية لدى طلبة الجامعة الذين يدرسون اللغة الإنجليزية لغة أجنبية. تم استخدام استراتيجية المعاينة التطبيقية، حيث جرى اختيار ٦٦ طالبة من المرحلة الثالثة في قسم اللغة الإنجليزية بجامعة بغداد بشكل عشوائي وتوزيعهم على مجموعتين: تجريبية وضابطة، وذلك من المجتمع الكلي بلغت ١٠٠ طالب. أجريت الدراسة خلال العام الدراسي ٢٠٢٤-٢٠٢٥.

تمثلت أدوات البحث الرئيسة في اختبار بعدي وقائمة ملاحظة. وقد استُخدم الاختبار لقياس الكفاءة النحوية للطلبة، في حين استُخدمت قائمة الملاحظة لقياس مواقف الطلبة وآرائهم تجاه استخدام الأداة الذكية. أظهرت النتائج أن أداء المجموعة التجريبية في المهارات النحوية كان

أفضل من أداء المجموعة الضابطة بعد تعرضهم لتدريب باستخدام Mr. Teacher GPT. كما أظهرت النتائج أن الطلبة عبّروا عن آراء إيجابية تجاه استخدام أداة الذكاء الاصطناعي، وكشفت البيانات عن وجود ارتباط دال إحصائيًا بين مواقف الطلبة الإيجابية وتحسن أدائهم النحوي. تشير نتائج الدراسة إلى أن أدوات الذكاء الاصطناعي مثل Mr. Teacher GPT يمكن أن تُعد مكمّلات فعالة لأساليب التدريس التقليدية في تعليم النحو، إذ تعزز من التفاعل داخل الصف وتدعم التعلّم القائم على الطالب. توصي الدراسة بإجراء بحوث مستقبلية تركز على التعديلات المبنية على مستوى الكفاءة، واستكشاف الأثر طويل المدى، إضافة إلى التوسع في استخدام أدوات الذكاء الاصطناعي في سياقات تعليم اللغة الإنجليزية لغة أجنبية

1. Introduction

Computer applications are now being employed in a wide range of industries, including education, to improve the caliber of services offered to instructors and students (Suh & Ahn, 2022). AI tools like Bing and Chat GPT have been described as objects people can think with, particularly in the context of teaching and learning, to help students improve their capacity for critical and reflective thought, encourage creativity, develop problem-solving abilities, and successfully understand concepts (Vasconcelos et al., 2023).

Open AI is gained significant recognition for its unique contributions and influence, making it a global leader in the field of artificial intelligence in education. The company continues to grow in popularity and solidifies its position as a pioneer in this industry. Although the platform is currently being improved, the corporation has created one that leverages an online database to deliver timely responses to inquiries; yet, it is prone to errors (Rivera, 2023).

In order to foster students' interest in the learning process, it is imperative for teachers to employ innovative strategies, techniques and technologies that facilitate English language learning (Saalh & Salim, 2020). These technologies can provide teachers with data on how well they are teaching their courses and identify areas where they may need to adjust their teaching strategies. AI-powered solutions can also automate a lot of the evaluation process, which save instructors time and lessen their workload. For example, AI-powered grading systems that can assess student writings and provide feedback on language, structure, and grammar might reduce the amount of time teachers spend reviewing assignments (Huang et al., 2023).

Using materials that help grammar development makes sense given how crucial it is to teaching English as a foreign language. AI-enhanced grammatical explanation, a

critical stage in audio–lingual activities, offers individualized and interactive learning experiences. AI makes traditional exercises more interesting and tailored to each student's requirements by using voice recognition and real–time feedback to help learners improve their grammar and speaking abilities. This method is valued by many students at all language acquisition stages.

Therefore, it is said that teaching grammatical rules comes after learning how to read, write, and speak English. For this reason, grammar is crucial while teaching English to student . According to Gómez (2013), students studying English have begun to insist that professors focus more on teaching grammatical principles because they believe this would help them learn the language more effectively.

It is evident that students lack proficiency in English grammar when they fail to apply grammatical rules correctly in their work. They include the following issues: The instructors are not qualified to teach university students how to use grammatical rules. Students see classroom English language teaching as dull and repetitive, and they are aware of this. of artificial intelligence technologies, but they do not know how to utilize them or which ones work best for enhancing their writing abilities in grammar.

In addition to facilitating the communication of various types of information, Artificial Intelligence (AI) plays a significant role in enhancing the language learning process, particularly in the teaching of grammar. The availability of diverse AI–powered learning technologies enables students to better understand teachers' explanations through interactive and multimodal content.

Additionally, these resources enable students to study on their own without requiring direct, in–person communication with teachers. Numerous AI–based language learning tools are available to both instructors and students, supporting individualized training and creating more effective and adaptable learning environments (Yingsoon, 2021).

Few studies have looked at the advantages of using chatbots to improve English grammar, despite the fact that there have been many on the subject. English grammar skills are considered vital and essential, and learning grammar is essential when studying EFL. Nevertheless, it is unknown if chatbots may improve a user's English grammar skills (Shawar & Atwell, 2007).

Research Question

What is the impact of Mr. Teacher GPT university students 'achievement in English grammar?

1.1 Objectives of the study

The objectives of this study as follows:

Investigating experimentally the impact of Mr. Teacher GPT's on EFL university students' achievement in grammar by comparing them with those using a traditional method.

1.2 Hypothesis

There is no statistically significant difference in EFL university students' achievement in grammar between those using Mr. Teacher GPT and those using the traditional teaching.

1.3 Value of the Study

1. The study may help improve university students' confidence and engagement in learning grammar.
2. It may raise awareness about using tools like Mr. Teacher GPT in language teaching.
3. The research may provide college of Education with insights into the effects of AI-assisted learning on EFL students' achievement.

1.4 Scope of the Study

The study tackles (Mr. Teacher GPT) as an artificial intelligence tool for teaching EFL grammar, third year students at College of Education for Women– University of Baghdad in the academic year 2024–2025.

2. Theoretical Background.

2.1 Artificial Intelligence

The terms "artificial" refers to something that is neither wholly false nor simulated. (Ahmet, 2018). the word intelligence as quite complicated. But in some circumstances, "intelligence" can replace actual objects since it has better qualities, inventiveness, emotional awareness, self-awareness, logic, and readiness are only a few of its many expressions (Joshi, 2019).

The growth of remote learning in recent years has been greatly aided by the development of information and communication technology (ICT). Students that utilize ICT for distance learning, however, have to continuously master new and varied things. To give pupils a more digitally assisted education, the idea of digital integration has been used as a stand-in. Studies that focus on digital competences unique to this profile are few (Behar, 2009; Anderson et al. 1991; Eppen et al. 1987). This is because a certain group or category of online students share core characteristics, needs, or contexts related to digital competence.

Everyone has been affected by the industrial age to be able to adjust to quick changes. The industrial era and globalization have brought up new opportunities, difficulties, and creative thinking, particularly in the field of technology. Thus, technology is crucial for communicating information through text, graphics, and sound (Rahayu & Pujiyono, 2017). Technology was developed to facilitate human work and activities easier.

Artificial Intelligence is a rapidly evolving technology. One aspect of computational creativity that has drawn more attention to the advancement of artificial intelligence technology is artificial intelligence (Cheng & Day, 2014). Numerous artificial intelligence methods have been used to support computers become in developing creative. Artificial intelligence develops software abilities. Autonomous tasks including calculation and student search as well as knowledge filtering. Artificial intelligence creates "intelligent" equipment, such computer systems both online platforms and robotic machines, that function and respond similarly to the human brain. Machine intelligence is another name for artificial intelligence. To put it another way, AI is the process of incorporating human intellect into a computer to carry out a complex task. Artificial intelligence, according to Mehrotra (2019), is a field of computer science that focuses on the development and analysis of intelligent tools and applications. Creating a machine that thinks and behaves like a human is known as artificial intelligence. A key component of AI technology is intelligence. Artificial intelligence studies intelligent behavior in humans, animals, and robots to find answers. Combining the words "artificial" with "intelligence" results in

AI might not include building a computer with superhuman intelligence that can solve every problem, but rather developing a machine that can act like a human. Artificial intelligence aims to develop software or hardware systems that think like people or display traits frequently linked to human intelligence. As a concept for computer systems, artificial intelligence (AI) may do activities that frequently call for human intelligence. Speech comprehension, verbal awareness, visual perception, and decision-making—all aspects of human intellect—can all be understood by artificial intelligence. AI is required to construct

expert systems and address difficult problems such as recognition and natural language processing (Devi et al., 2020). AI has the potential to be a language teacher. AI offers ongoing, individualized instruction that provides students with the quantity of feedback and scaffolding exercises they require to become proficient in a low-stakes setting where learners are more likely to take chances and make mistakes. Learning English has become easier because to developments in digital platforms and AI-driven technologies. Teaching and learning have also become easier. These

chance to enhance English language proficiency and create opportunities innovation for more accessible learning models skill expert systems and address difficult problems such as recognition and natural language processing (Devi et al., 2020). AI has the potential to be a language teacher. AI offers ongoing, individualized instruction that provides students with the quantity of feedback and scaffolding exercises they require to become proficient in a low-stakes setting where learners are more likely to take chances and make mistakes.

Learning English has become easier because to developments in digital platforms and AI-driven technologies. Teaching and learning have also become easier. These chance to enhance English language proficiency and create opportunities innovation for more accessible learning models skill

2.1.1 Artificial Intelligence in Education

Sadiq (2020) indicated that different learners have different requirements, and those requirements ought to be reflected both in the content of the textbook and the teaching process. Also, the modern approach to teaching is shifting from the teacher and textbook toward the learner. The learner should be seen as being at the centre of the educational process. For the teaching institution and the teacher, this means that instructional textbooks should be centred on learners' needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content and methods, as well as determining the means used to assess their performance.

Abbas and Al-Bahrani (2015) clarified that internet communication is one of the most important applications in which people are interested. College students are among those who make use of it for both academic and personal interest. Yet, students usually vary in their use, appreciation and response to this widely used activity. Applications are currently being used to raise the standard of services

provided to teachers and students in a variety of industries, including education. Particularly in the context of teaching and learning, AI tools such as Bing and Chat GPT have been characterized as objects people can think with to help students develop their ability to think critically and reflectively, foster creativity, solve problems, and comprehend concepts (Vasconcelos et al., 2023).

The effective implementation of AI in the classroom led to learner-centered learning (Huang, 2018). AI-powered tools and applications improve educational testing, assessment, and evaluation. Teachers can gain valuable insights from these tools on student performance, learning objectives, and the effectiveness of their teaching. For example, AI-powered assessment tools may look at student work and provide personalized comments to help students pinpoint their areas of strength and weakness.

These resources can also help teachers assess how successfully they teach their students and identify areas where they may need to adjust their approach. Additionally, a lot of the evaluation process may be automated with AI-powered technologies, which will reduce the burden and save teacher's time. AI-powered grading systems, for example, may assess student writings and provide feedback on language, structure, and content, saving instructors' time when assessing assignments (Huang et al., 2023).

These resources can also help teachers assess how successfully they teach their students and identify areas where they may need to adjust their approach. Additionally, a lot of the evaluation process may be automated with AI-powered technologies, which will reduce the burden and save teacher's time. AI-powered grading systems, for example, may assess student writings and provide feedback on language, structure, and content, saving instructors' time when assessing assignments (Huang et al., 2023)

As this technology advances, it might transform education by providing students with personalized, data-driven training and enabling teachers to optimize their teaching strategies to improve student outcomes. The use of AI in education is, nonetheless, constrained. For example, there are worries that kids can practice copying and pasting information from other sites without questioning it or giving due credit to the original sources, which might result in plagiarism. Concerns have also been raised over the

inability to detect plagiarism in Chat GPT-generated material and the challenge of distinguishing between created fiction and authentic writing.

Instructors are growing increasingly concerned that students may utilize Chat GPT to complete their writing assignments since plagiarism detection software may provide findings in a few seconds without being detected. Another issue is utilizing other AI approaches to detect text produced by AI technologies. The ability of AI tools to differentiate between human-written and AI-generated material has been a particular source of worry. This is because there are now no methods to distinguish between information created by such a system and information created by humans.

2.2 The Concept of Grammar

It is essential to first define what grammar before delving deeper into the dispute over the importance of grammar, describing the several methods that have been employed over the last few decades and the two main underlying tendencies. Grammar analysis was transformed from the art of writing and letter identification to a science of principles governing text production by the ancient Greeks. Through grammar, people learned how to use languages, which were subsequently used in a number of domains, such as philosophy, religion, and politics. This was done by both the Greeks and the Romans, who used the Greek analysis for Latin (Celce-Murcia, 1991).

Greek and Latin grammars were studied widely throughout the Renaissance thanks to the advancement of printing, and several formal linguistic disciplines were created.

During the 17th century, the increasing desire to learn foreign had to the wider use of vernaculars, shifting the language study from formal analyses to practical usage. Formal study of classical languages regained its prominence in the 19th century, and the difference between implicit and explicit grammar originally emerged in the 18th century. Since then, the importance of language usage and formal analysis have alternated frequently throughout grammar's history. Since it may disclose the underlying workings of the linguistic system, learners' explicit language knowledge—which grammars describe—and the metalinguistic model that explains that explicit knowledge, the concept of grammar is now polysemous. Furthermore, grammar has no precise meaning. The most traditional definition of grammar is given by Bade (2008), who describes it as the structure of the language, a set of rules that show how

words change and join to form new units.

Grammar is commonly thought of as a set of rules with numerous exceptions and difficult terminology, according to Rivers (1968). However, these opinions are called into question by a unique perspective on grammar that has surfaced in recent years. Nowadays, grammar is not just seen as a set of morphosyntactic rules but also as a means of "mediating words and context," or as a tool for communication (Duso, 2007). As a result, grammar becomes a set of rules that help a person understand a language and communicate appropriately.

Duso (2007) also lists the different levels to which the idea of grammar applies: the phonological level, which includes intonation, rhythm, and pronunciation; the morphosyntactic level; the sociolinguistic level, which deals with the varieties and registers of a language; the lexical level, which includes morphology and semantics; the pragmatic level, which refers to the communicative acts carried out through language; and the textual level, which consists of the text's elements and its different types. The form of structures, or how linguistic structures are put together; the meaning of the structures, which is both lexical and grammatical; and the pragmatic circumstances that determine the application of structures are the three components of grammar instruction, according to Accor., like the connection between grammar and context. They are not arranged hierarchically because they are all connected components of the same entity, but they are all equally important.

When talking about grammar, there are a few differences to note. Batstone (1994), for example, makes a distinction between grammar as a process and grammar as an output. It is essential to go from generalizations to the details of real-world examples throughout the training process since this kind of formal language is defined by exceptions and variables. The definition of grammar as a product is the static description of the system of the language component pieces and particular grammatical properties.

Nonetheless, grammar as a process includes the various ways it develops in conversation; it is essential to language teaching as formal grammar alone is insufficient for learners to speak. Pedagogical grammar is a description of a language created for the teacher or foreign language learner with the goal of promoting knowledge and, thus, assisting in the acquisition of the foreign language. This explanation will demonstrate the essential differences between a pedagogical grammar and a descriptive, or linguistic, grammar. Linguistic grammars (or grammar fragments) are evaluated in the context of linguistic theory.

On the other hand, a pedagogical grammar is developed to satisfy the needs of the language student and/or instructor, and is assessed by its efficacy in encouraging insight into, and learning of, the foreign language.

Depending on its goal, a pedagogical grammar different from a linguistic grammar in terms of presentation and content. Of course, a pedagogical grammar will only utilize terms and concepts that are easily understood by the reader who is linguistically illiterate in order to reach its target audience. A pedagogical grammar, however, is far more than just a condensed linguistic grammar, educational grammar and linguistic grammar are "in a certain sense, complementary." A pedagogical grammar will inevitably concentrate on learning issues, or more specifically, on what is "idiosyncratic." or. Language-specific, as opposed to those components of general cross-linguistic validity. But a pedagogical grammar need not be boiled down to a set of linguistically specific facts. A grammar teaching, on the other hand, will try to make even the odd and language-specific look rational and well-organized. Primarily, this achieved by showcasing the relationships among the different subsystems and by meticulously classifying and arranging the different grammatical elements. Equally crucial is the need to give succinct, understandable, and intuitively credible explanations for the use of the foreign language. Learning can seldom progress beyond rote memorization without comprehension. An explanation is a powerful inducer of understanding.

In contrast to this broad description of a pedagogical grammar, A distinction may be made between further differences based on the context in which the grammar is advised to be used (Greenbaum 1987). The author of a course or syllabus, a teacher candidate, or an experienced educator may be the primary audience for a pedagogical grammar. With the learners themselves as its primary audience, a pedagogical grammar can also serve as a valuable resource for intermediate to advanced students or as a key component of a set of instructional materials. It has been suggested that the term "didactic grammar" be used to describe this kind of instructional grammar. When developing didactic materials, language instruction experts (teachers, material writers, etc.) may utilize this language as a description.

the following observations pertain to pedagogical grammar in a more general sense.

2.2.1 Difficulties in Teaching and Learning Grammar in the Context of English as a Foreign Language

Al-Saadi and Hatem (2016) asserted that many English teachers search for

suitable techniques, activities, methods and theories to facilitate the process of learning English language for learners as well as they face a big dilemma in learning English as a foreign language; therefore, many English teachers look for ways to teach such learners. Furthermore, a foreign language is not commonly spoken in the speaker's country .It is defined as a language used in textbooks and English language courses in Iraq (Saalh & Esmaeel ,2022).

The idea of "difficulty" is one of the problems with studies that look at the relationship between the degree of grammatical difficulty and how effective schooling is. The variety of definitions of difficulty and the limited applicability of some of these categories seem to be obstacles to studying the effects of various training modalities. Therefore, the primary focus of this part will be a review of the research on grammatical issues in second language learning. Most recent research on international students reveals that they have difficulty with grammar in particular and English in general.

According to research on second language learning, "grammatical difficulty" can be defined in a variety of ways. Despite the natural appeal of the "easy rule" and "hard rule" concepts, Krashen (1982) makes no formal distinction between the two. However, depending on how readily they may be analyzing grammatical challenges in relation to production and comprehension, differentiate between simple and hard laws. They contend that some grammatical structures are easy to comprehend but difficult to create, whereas others are easy to comprehend but difficult to create.

Larsen–Freeman (2003a, 2003b) investigated grammatical difficulty in terms of linguistic form, pragmatics, and semantic meaning. A grammatical element may be simple in one sense but complicated in another, according to Larsen–Freeman (2003a). For instance, EFL/ESL learners find it more difficult to use the English passive form, which distinguishes between subjective and objective difficulties, even though it is easy to master. The primary focus of objective difficulty is on the linguistic components that add to the question structures' learning difficulty. Subjective difficulty describes the differences between students. Furthermore, one may consider grammatical complexity to be a result of salience. A measure of salience is how frequently a characteristic occurs in the input that a learner receives.

Put another way, salience may be thought of as the degree to which students have access to the information that is provided. Consequently, a feature's prevalence increases with its ease of learning. Formal and functional issues have also been separated by other authors. While functional complexity requires complicated mental

processing, formal difficulty is related to the interaction between function and form. Grammatical difficulty can also be associated with the form, function, and meaning of a grammar feature, or a combination of these (De Graaff ,1994). Regarding linguistic form, that complexity depends on "the number (and/or type) of criteria to be applied in order to arrive at the correct form." In a meta-analysis of 41 studies,

There is no concrete proof that the training approach and the difficulty of a linguistic trait are related. However, they readily admitted that the outcomes may have been different if they had used a different set of criteria to distinguish between simple and intricate systems. The phrase "easy-difficult distinction" has at least eight different interpretations, they claimed. The explosion of complexity and the limited breadth of some of these classifications seem to make it difficult to study the diverse benefits of various modes of schooling.

2.3Related work

The research that are most pertinent to the current one are presented in this section. Kim (2019) evaluated the effectiveness of AI chatbots in assisting Korean university students enrolled in a General English course with their grammar. The study involved two groups, one of which had conversations with chatbots and the other with human partners during a sixteen-week period. The pre- and post-test findings, which were analyzed using independent t-tests, showed that the group that employed chatbots made higher development in grammar. This implies that artificial intelligence (AI) tools may improve language learning results. In other studies,

Fitria (2021) used a library research technique to examine the broader use of AI in English language learning and training. Drawing from a range of academic and internet sources, the study concluded that AI technologies such as text-to-speech software, ELSA, and Google Translate offer engaging and personalized learning environments. It has been demonstrated that these tools increase student autonomy, provide instant feedback, and foster the development of digital and global competencies. Additionally, Lestari and Wicaksono (2023) examined how first-year English education students completed grammatical homework assigned by their teacher using ChatGPT. Reflective writing and structured interviews were used in the study to gather data on student experiences. Participants acknowledged that ChatGPT helped to simplify grammar exercises, but they also pointed out that its output needed to be verified because it occasionally included mistakes. All things considered, this study illustrates the pedagogical benefits and challenges of employing AI in grammar

instruction, emphasizing the value of human oversight and crucial participation in AI-supported learning settings.

3. Methodology of the Study

3.1 Research Design

There are several ways to construct an experiment. They are categorized according to the quantity of independent variables and the extent to which they control threats to internal and external validity (Tavakoli, 2012).

3.2 Population and Sampling

According to Sharad and Al-Bakri (2021), the population refers to the persons from whom the sample is drawn in order to collect the necessary data and answer the study question.

An experiment can be constructed in a variety of ways. The number of independent variables and the degree to which they adjust for risks to internal and external validity determine their classification (Tavakoli, 2012). The population of the current study consists of total 100 EFL third-year college students from the University of Baghdad. Department of English for the academic year 2024–2025, comprises the study sample. section A and C are the experimental and control groups, respectively. Two section consists of 66 EFL student.

3.3 Instrument

To accomplish the objective of this study, a post-test was created, along with an English accomplishment exam and a check. The English accomplishment exam is designed to assess the proficiency of third-year University of Baghdad students in the English department for the 2024–2025 academic year. The third unit chapter of the test, which focuses on verbs and verb phrases, is taken from the third-year collage students' textbook, A University Grammar of English by Quirk and Sidney.

3.4.1 Test Validity

In the current study, three types of validity were used: face and content validity.

3.4.2 Face Validity

The current study is presented to a panel of 18 experts in English teaching techniques to get their opinions on the suitability and sufficiency of each measure's items. It was evident that the experts agreed that the exam items were suitable.

3.4.3 Content Validity

Qualitative validity includes content validity. It involves defining the depth of a notion and determining whether the metrics being used appropriately capture that depth. The researcher must design a research instrument that effectively covers the concept or field of inquiry.

3.4.4 Pilot Study

The researcher purposely selected a sample of 34 participants were chosen at random from section B of the University of Baghdad's third-year female students' college in the English department for the 2024–2025 academic year. the January 2025 research. The pilot study's goal was to determine if the items were unclear. The time allotted for responding to the questions was also stated by the researcher. According to the pilot research, it took 45 minutes to complete and submit the replies.

3.4.4.1 Item Analysis

The two main characteristics of the test items—discrimination power and difficulty level—need to be examined. The following details of the accomplishment posttest results will serve as the basis for the analysis:

3.4.4.2 Discrimination Power

The degree to which an item distinguishes between competent and incompetent testers is known as item discrimination. If a question elicits correct responses from poor students and incorrect responses from strong students, it has a good discriminating capacity. As noted by (Brown and Abeywickrama ,2010), a high power of discrimination will be close to 1.0, whereas no power of discrimination will be zero. The range of the posttest item is 0.35 to 0.64. This range suggests that the post-test items discriminate between moderate and good levels of discrimination.

Table (3.8)

Difficulty level and Discrimination power

Question	Item	Higher	Lower	Difficulty	Discrimination
Q1/	1	30	16	0.30	0.35

	2	28	18	0.32	0.36
	3	28	14	0.45	0.50
	4	32	14	0.36	0.64
	5	26	12	0.66	0.50
Q2/	1	34	18	0.72	0.40
	2	26	10	0.40	0.57
	3	28	12	0.44	0.57
	4	30	18	0.50	0.43
	5	24	14	0.60	0.36
Q3	1	26	10	0.44	0.40
	2	22	12	0.31	0.36
	3	24	10	0.59	0.50
	4	32	20	0.43	0.43
	5	24	14	0.45	0.36
Q4/	1	36	20	0.63	0.40
	2	26	14	0.45	0.43
	3	22	12	0.30	0.36
	4	28	16	0.36	0.43
	5	30	16	0.48	0.50
Q5/	1	74	32	0.64	0.42

3.5 Reliability

The scales are administered to 34 female participants, who were chosen at random from among EFL third-year students at the University of Baghdad's College of Education for Women, over a period of two weeks. The same measures are then applied to the samples. With a rating of 0.88, the MrTeacherGPT as a grammar learning questionnaire scale has high reliability, according to the results of a study that used the Pearson correlation coefficient to assess response dependability.

3.6 Internal Consistency Reliability

The range of the Cronbach's Alpha coefficient, which measures the effectiveness of internal consistency, is 0.00 to 1.00. It is often believed that a measure used in human dimension research should have an alpha of 0.70 to 0.80 or above (Brown, 2002). With Pearson correlation values of 0.85 for the achievement posttest and 0.91 for the grammar learning questionnaire scale, the study's two variables—the achievement posttest and the grammar learning questionnaire scale—

are therefore determined to have high internal consistency.

3.7The Test Scoring Scheme

There were five questions on the test paper. Ten marks were given for each question that was answered properly; if any responses were wrong, the item was given a zero. Unanswered questions received a zero as well since they were deemed to be inaccurate. The sum of the marks earned on each question determined the scale's overall score. Composition was the last question, and there was a correction rubric.

3.8 Statistical Means

1. – Difficulty Level Formula: It is used to determine the Difficulty level of the items of the achievement test.

2.Item Discrimination Power Formula: It is used to estimate the discrimination level of the items of the achievement test.

3.. Alpha–Cronbach Formula: It is used to calculate the reliability coefficient of the instruments.

4.Results

Comparison of mean scores between of the Experimental Group and of Control Group in the Achievement Posttest

In order to ascertain if there is a statistically significant difference between the experimental and control groups' mean accomplishment posttest scores, statistics reveal that the experimental group's mean score is 33.44 and the control group's is 30.03. At a degree of freedom of 64 and a significance level of 0.05, the tabulated t-value is 2.000, while the computed t-value, using the t-test formula for two independent samples, is 2.614. This finding favors the experimental group and shows a substantial difference between the two groups. Consequently, the first hypothesis, which states that *“There is no statistically significant difference in EFL university students' achievement in grammar between using Mr. Teacher GPT and those using the traditional teaching,”* is rejected, as shown in Table (4.1).

Table 4.1

Means, Standard Deviation, and t-Values of the Two Groups in the Achievement Posttest

Groups	No. of students	Mean	SD.	T-Value		DF	Level of Significance
EG.	34	33.44	4.84	Calculated	Tabulated	64	0.05

CG.	32	30.03	5.73	2.614	2.000		
-----	----	-------	------	-------	-------	--	--

4.2 Discussion of the Result

objective of the present study is to find out the effect of Mr. Teacher GPT, as a grammar learning questionnaire indicates a significant difference in perceptions between the experimental group, which used Mr. Teacher GPT, and the control group that engaged in traditional learning methods.

. The significant difference observed suggests that EFL university students in the experimental group had a more favorable view of Mr. Teacher GPT as a grammar learning tool compared to those in the control group. This leads us to reject the null hypothesis, which stated that there is no significant difference in perceptions of Mr. Teacher GPT between the two groups.

These findings align with those of the previous research that emphasize the effectiveness of technology-enhanced learning tools in enhancing student perceptions and engagement in language learning. For example, Lai and Hwang (2016) found that technology can create more interactive and engaging learning environments, which can improve students' attitudes toward their learning tasks. The positive perception reported by the experimental group supports this idea, indicating that Mr. Teacher GPT may have contributed to a more engaging and supportive learning atmosphere.

The significant difference in mean scores highlights that innovative educational technologies can enhance student experiences and outcomes in language learning. As Zhao and wan (2012) note that, these tools can boost motivation and engagement among learners, leading to more positive attitudes toward the learning process. In this context, the higher mean score of the experimental group suggests that students viewed Mr. Teacher GPT as a valuable resource in their journey to learn grammar.

The previous and current studies indicate a positive impact of AI tools on students' English grammar skills, emphasizing the effectiveness of technology in enhancing language learning. For instance, the current study found a significant difference in grammar achievement between students using Mr. Teacher GPT and those taught through traditional methods, highlighting a favorable perception of the AI tool among students. Similarly

Fitria (2021) expands on this by identifying that AI tools provide a tailored and engaging learning environment, ultimately enhancing students' real-world

competencies. This aligns with the findings of the current and Kim's study, which also suggest that AI use positively influences student performance and engagement.

Despite these similarities, the studies differ in the specifics of their findings. The current study emphasizes the correlation between students' achievement in grammar and their attitudes toward using Mr. Teacher GPT, suggesting that positive perceptions can enhance learning outcomes. In contrast, Kim (2019) focuses more on the comparative effectiveness of chatbots versus human interactions, noting that the chatbot group outperformed the human group, which highlights a specific advantage of AI in the learning process.

Fitria (2021) provides a broader perspective, discussing the overall benefits of AI in English language acquisition beyond grammar skills alone. The results indicate that AI facilitates customized learning and improves global competencies, which may not be directly measured in the other studies.

5. Conclusions

The following conclusions can be made in light of the results:

When compared to conventional teaching approaches, the usage of Mr. Teacher GPT greatly enhances the grammatical proficiency of EFL students. This suggests that the tool is useful for improving language acquisition. The aim of this study was to examine the effects of Mr. Teacher GPT on the grammatical competency of EFL university students in comparison to standard teaching methods. An experiment's findings showed that students who used Mr. Teacher GPT generally did better in grammar, suggesting that AI-assisted education may be a useful addition to conventional teaching techniques.

Furthermore, the majority of students had good ideas and attitudes on Mr. Teacher GPT, indicating a high level of engagement and enthusiasm in using AI as a teaching tool. The study also examined the connection between students' grammatical skills and their perceptions of AI technologies. Overall, the results indicated that, although significant variation, better grammatical proficiency was linked to favorable opinions of Mr. Teacher GPT.

6. Recommendations

1. Using AI Tools in Teaching: universities should incorporate MrTeacherGPT and similar AI tools into their language programs. These tools can provide interactive and personalized learning experiences that help students improve their grammar skills.

2. Offering training sessions for instructors on how to effectively use AI technologies in the classroom. This will help them understand how to engage students and enhance their learning outcomes.
3. Regularly asking students for their opinions about using AI tools like Mr. Teacher GPT. Their feedback can provide valuable insights to improve the implementation and ensure the tools are meeting their needs.
4. Encouraging further studies to look at the long-term effects of using AI tools on language learning. Researching different contexts, age groups, and proficiency levels can help us understand their broader impact.
5. Working with companies that create educational technology to ensure that tools like Mr. Teacher GPT are user-friendly and aligned with teaching goals. This collaboration can lead to improvements that better support language learners.

7. Suggestions for Further Studies

Based on the results and limitations of the current study, several recommendations for more research were made. First, future studies examine how Mr. Teacher GPT affects students' grammar learning over the long term. Second, researchers might repeat this study with a bigger and more varied sample of students from several universities to see if the results are generalizable. Third, it would be helpful to look at if Mr. Teacher GPT is useful for teaching speaking, writing, or listening, among other language skills. Future studies might also compare Mr. Teacher GPT with alternative solutions to see which artificial intelligence technology is best for grammar learning. Lastly, researchers might utilize surveys or observation to gather more data regarding students' attitudes toward utilizing AI to learn grammar and how it impacts their motivation and learning process.

Future research should look into more extensive uses of AI in EFL contexts, longer-term impacts, and differences in language proficiency.

References

Al-Saadi, Sh., & Hatem, Sh. (2016). Investigating Iraqi EFL College Students' Multiple Intelligences. *Journal of the College of Education for Women*, 27(1).

Abbas, N. F., & Al-Bahrani, R. H. (2015). The search for identity in online chat. *International Journal of Humanities and Cultural Studies*, 2(2), 8-15.

Ahmet, C. (2018). Artificial intelligence: How advanced machine learning will shape the future of our world. Shockwave Publishing.

Anderson, R. E., & Klassen, D. L. (1991). The impact of computer uses on teaching and learning in secondary schools. *Journal of Educational Computing Research*, 7(4), 385–406. <https://doi.org/10.2190/VQ5V-TKUF-NNG5-BWWX>

Bade, M. (2008). Grammar and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 140–152). Cambridge University Press.

Batstone, R. (1994). *Grammar*. Oxford University Press.

Brown, H. D. (2002). *Principles of language learning and teaching* (4th ed.). Longman.

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education.

Celce–Murcia, M. (1991). Language teaching approaches: An overview. In M. Celce–Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 3–11). Heinle & Heinle.

Cheng, S.–M., & Day, M.–Y. (2014). Technologies and applications of artificial intelligence: 19th International Conference, TAAI 2014, Proceedings. Springer.

Delgado, H. O. K., de Azevedo Fay, A., Sebastiany, M. J., & Silva, A. D. C. (2020). Artificial intelligence adaptive learning tools. *BELT – Brazilian English Language Teaching Journal*, 11(2), e38749. <https://doi.org/10.15448/2178-3640.2020.2.38749>

Devi, K. G., Rath, M., & Linh, N. T. D. (2020). Artificial intelligence trends for data analytics using machine learning and deep learning approaches. CRC Press.

Drost, E. A. (2011). Validating the measures in your research: A guide for choosing the appropriate method. *Journal of Business Research Methods*, 25(4), 230–245.

Duso, E. M. (2007). Dalla teoria alla pratica: La grammatica nella classe di italiano L2. ARACNE Editrice.

Duso, T. (2007). AI and grammar learning: New frontiers in language education. *Journal of Educational Technology*, 24(3), 45–58.

Eppen, G. D., Gould, F. J., & Schmidt, C. P. (1987). *Introductory management science: Quantitative approaches to decision making* (3rd ed.). Prentice Hall.

Fitria, T. N. (2021). The use of technology based on artificial intelligence in English teaching and learning. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 6(2), 213–223.

Gómez, V. (2013). A likelihood-based framework for the analysis of discussion threads. In *Proceedings of the 22nd International Conference on World Wide Web* (pp. 639–650). ACM. <https://doi.org/10.1145/2488388.2488458>

Graustein, G., & Leitner, G. (Eds.). (1989). *Reference grammars and modern linguistic theory*. Tübingen.

Greenbaum, S. (1987). Reference grammars and pedagogical grammars. *World Englishes*, 6, 191–197.

Huang, A. Y., Lu, O. H., & Yang, S. J. (2023). Effects of artificial intelligence-enabled recommendations on personalized learners' learning engagement, motivation, and outcomes in a flipped classroom.

Huang, S.-P. (2018). Effects of using artificial intelligence teaching system for environmental education on environmental knowledge and attitude. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(7), 3277–3284. <https://doi.org/10.29333/ejmste/91248>

Joshi, A. V. (2019). *Machine learning and artificial intelligence*. Springer Nature.

Karsenti, T. (2019). *Artificial intelligence in education: The urgent need to prepare*

teachers for tomorrow's schools. *Formation et Profession Éducation and Profession*, 27(1), 112–116. <https://doi.org/10.18162/fp.2019.a166>

Kim, N. Y. (2019). A study on the use of artificial intelligence chatbots for improving English grammar skills. *Journal of Digital Convergence*, 17(8).

Krashen, S. D. (1982).

Principles and practice in second language acquisition. Prentice Hall.

Larsen–Freeman, D. (2003a). *Teaching language: From grammar to grammaring*. Heinle.

Larsen–Freeman, D. (2003b). The grammar of choice. In E. Hinkel & S. Fotos (Eds.), *New perspectives on grammar teaching* (pp. 105–120). Lawrence Erlbaum.

Lestari, E. R., & Wicaksono, B. (2023). Exploring students' use of chatbot AI for solving grammar tasks.

Mehrotra, D. D. (2019). *Basics of artificial intelligence & machine learning*.

Rahayu, S., & Pujiyono, W. (2017). Media pembelajaran kecerdasan buatan pokok bahasan metode pelacakan menggunakan multimedia pada e-learning. *JSTIE*.

Rivers, W. M. (1968). *Teaching foreign-language skills*. University of Chicago Press.

Saalh, S. M., & Esmaeel, D. H. (2022). EFL student-teachers' perception in the culture of thinking. *Journal of the College of Education for Women*, 33(2), 1–12.

Saalh, S. M., & Salim, H. (2020). The habits of mind in constructing typical EFL teacher's stereotypes. *Asian EFL Journal*, 27(4.3), 152–172.

Sadiq, B. J. (2020). Comparing students' achievement and gender in learning EFL. *International Journal of Innovation, Creativity and Change*, 12(1), 346–357.

Sharad, N. K., & Al-Bakri, S. A. (2021). EFL University Instructors' Perception Regarding E Learning. *Annals of the Romanian Society for Cell Biology*, 25(6), 12162-12181.

Vasconcelos, M. A. R., & dos Santos, R. P. (2023). Enhancing STEM learning with ChatGPT and Bing Chat as objects to think with: A case study. *EURASIA Journal of Mathematics, Science and Technology Education*, 19(7), em2296.
<https://doi.org/10.29333/ejmste/13313>.

Yingsoon, G. Y. (2021). Using AI technology to support speaking skill development for the teaching of Chinese as a foreign language. In N. Chowdhury & G. C. Deka (Eds.), *Multidisciplinary functions of blockchain technology in AI and IoT applications* (pp. 209-227). IGI Global. <https://doi.org/10.4018/978-1-7998-5876-8.ch010>.

Appendix(A)

Lesson plan for control groups

Instructor: Alaa Ayed

Course: University Grammar of English by Randolph Quirk and Sidney Greenbaum 1973 for third year

Title lesson: modal auxiliaries

Lesson period: an hour

Level: third-year students

Pervious learning: the student will have summary of the most important grammatical subjects in unit

Objectives: identify and use primary modal verbs correctly in affirmative and negative forms (both contracted and uncontracted).

Recognize and apply marginal modals like need, dare, used to, and ought to in context.

Understand differences between British and American English usage in modals.

Language: Present the primary modal verbs using the words:

can, could, may, might, shall, should, will, would, must

Show affirmative, negative (uncontracted and contracted) forms

Emphasize differences (e.g., won't vs will not)

Material: students' book, work book, white board and marker

Procedure

Ask: "What are modal verbs? Can you name a few?"

Write their answers on the board (can, must, will...)

Brief class discussion: What do modal verbs express? (Ability, obligation, possibility)

Show non-negative, uncontracted negative, and contracted negative forms

Highlight pronunciation and spelling.

Explain meaning and use

Give example sentences for each modal

Explain used to, ought to, dare, need

Compare with primary modals: how they are similar/different

Homework.

Assign a writing task: Write a short paragraph giving advice using at least 5 different modal verbs.

Atypical lesson plan for experimental groups by using Poe application (Mr. Teacher GPT)

Instructor: Alaa ayed

Course:

Lesson period: an hour

Level: third-year students

Objectives: at the end of lesson student will identify and use primary modal verbs correctly in affirmative and negative forms (both contracted and uncontracted).by using Mr. Teacher GPT.

Student open Poe application and use bot Mr. Teacher to create asked it to explained model auxiliaries such as can, could, may, might, shall, should, will, would, must with example and actual citation and reference.

student ask Mr. Teacher to do MSQ about material and then they solve it after that they check the answer.

interactive activity: ask student who choice incorrect answer of MSQ and discuss which one is correct.

material: modal devises that access to Poe application Mr. Teacher

modem devises that access internet to student in classroom.

Or the second method which depends on screenshot of material of book and asked Mr. Teacher GPT to explain it.

Appendix (B)

Student's perceptions and attitudes towards
using Mr. Teacher GPT as grammar learning

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I find Mr. Teacher helpful in learning grammar.					
2. Mr. Teacher makes grammar learning more enjoyable.					
3. Mr. Teacher provides clear explanations for grammar rules.					
4. Mr. Teacher effectively identifies and corrects my grammar mistakes.					
5. Using Mr. Teacher has improved my grammar skills.					
6. Mr. Teacher is user-friendly.					
7. I prefer using Mr. Teacher over traditional grammar learning methods.					
8. Mr. Teacher can replace human teachers in teaching grammar.					
9. Mr. Teacher helps me learn grammar at my own pace.					
10. I trust the accuracy of Mr. Teacher for grammar learning.					
11. Mr. Teacher provides a variety of exercises and quizzes for grammar practice.					
12. Mr. Teacher helps me stay motivated to learn grammar.					
13. Mr. Teacher provides immediate feedback on my grammar exercises.					

Students' Achievement in Grammar Mr. Teacher GPT's Impact on EFL University

14. Mr. Teacher is accessible and available whenever I need it.					
15. I would recommend Mr. Teacher for grammar learning to others.					

Designed by the researcher and the supervisor