الذكوات البيض

اسم مشتق من الذكوة وهي الجمرة الملتهبة والمراد
بالذكوات الربوات البيض الصغيرة المحيطة بمقام أمير
المؤمنين علي بن أبي طالب{عليه السلام}
شبهها لضيائها وتوهجها عند شروق الشمس عليها لما فيها
موضع قبر علي بن أبي طالب {عليه السلام}
من الدراري المضيئة
{در النجف}فكأنها جمرات ملتهبة وهي المرتفع من الأرض،
وهي ثلاثة مرتفعات صغيرة نتوءات بارزة في أرض الغري وقد
سميت الغري باسمها، وكلمة بيض لبروزهاعن الأرض.وفي رواية
إنّها موضع خلوته أو إنّها موضع عبادته وفي رواية أخرى
في رواية المفضل عن الإمام الصادق {عليه السلام}قال:
قلت:يا سيدي فأين يكون دار المهدي ومجمع المؤمنين؟
قال:يكون ملكه بالكوفة، ومجلس حكمه جامعها
وبيت ماله ومقسم غنائم المسلمين مسجد
السهلة وموضع خلوته الذكوات البيض

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
دائرة البحث والتطوير

Republic of Iraq
Ministry of Higher Education & Scientific Research
Research & Development Department

No.:
Date:

الرقم:
التاريخ:

ديوان الوقف الشيعي / دائرة البحوث والدراسات

م/ مجلة الذكوات البيض

السلام عليكم ورحمة الله وبركاته ...

إشارة الى كتابكم المرقم ١٠٤٦ والمؤرخ ٢٠٢١/ ١٢/٢٨ والملحقاً بكتابنا المرقم ب ت ٥٧٤٤/٤ في ٢٠٢١/٩/٦ ، والمتضمن أستحداث مجلتكم التي تصدر عن الوقف المذكورة أعلاه ، وبعد الحصول على الرقم المعياري الدولي المطبوع وانشاء موقع الكتروني للمجلة تعتبر الموافقة الواردة في كتابنا أعلاه موافقة نهائية على أستحداث المجلة.

... مع وافر التقدير

أ.م.د. حسين صالح حسن
المدير العام لدائرة البحث والتطوير / وكالة
٢٠٢٢/١/١٧

نسخة منه الى:
- قسم الشؤون العلمية / شعبة التأليف والنشر والترجمة / مع الأوليات.
- الصادرة.

سهى ابراهيم
١٠ / كانون الثاني

وزارة التعليم العالي والبحث العلمي – دائرة البحث والتطوير – القسم الأيمن – المجمع الثربوي – الطابق السادس

إشارة إلى كتاب وزارة التعليم العالي والبحث العلمي / دائرة البحث والتطوير
المرقم ٥٠٤٩ في ٢٠٢٢/٨/١٤ المعطوف على إعمامهم
المرقم ١٨٨٧ في ٢٠١٧/٣/٦
تُعدّ مجلة الذكوات البيض مجلة علمية رصينة ومعتمدة للترقيات العلمية.

الذكوات البيض

مجلة علمية فكرية فصلية محكمة تصدر عن
دائرة البحوث والدراسات في ديوان الوقف الشيعي

العدد (١٦) السنة الثالثة ربيع الأول١٤٤٦ هـ أيلول٢٠٢٥م
رقم الإيداع في دار الكتب والو ثائق (١١٢٥)
الرقم المعياري الدولي ISSN 2786-1763

عمار موسى طاهر الموسوي
مدير عام دائرة البحوث والدراسات

رئيس التحرير
أ.د. فائز هاتو الشرع

مدير التحرير
حسين علي محمد حسن الحسني

هيأة التحرير
أ.د. عبد الرضا بهية داود
أ.د. حسن منديل العكيلي
أ.د.نضال حنش الساعدى
أ.د. حميد جاسم عبود الغرابي
أ.م.د. فاضل محمد رضا الشرع
أ.م.د. عقيل عباس الريكان
أ.م.د. أحمد حسين حيال
أ.م .د. صفاء عبدالله برهان
م.د.موفق صبرى الساعدى
م.د.طارق عودة مرى
م.د. نوزاد صفر بخش

هيأة التحرير من خارج العراق
أ.د.نور الدين أبو لحية / الجزائر
أ.د. جمال شلبي/ الاردن
أ.د. محمد خاقانى / إيران
أ.د. مها خير بك ناصر / لبنان

العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ – أيلول ٢٠٢٥ م

مجلة الذكوات البيض

التدقيق اللغوي
م.د. مشتاق قاسم جعفر

الترجمة الانكليزية
أ.م.د. رافد سامي مجيد

الذكوات البيض

مجلة علمية فكرية فصلية محكمة تصدر عن
دائرة البحوث والدراسات في ديوان الوقف الشيعي

العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ - أيلول ٢٠٢٥ م

العنوان الموقعي

مجلة الذكوات البيض

جمهورية العراق

بغداد /باب المعظم

مقابل وزارة الصحة

دائرة البحوث والدراسات

الاتصالات

مدير التحرير

٠٧٧٣٩١٨٣٧٦١

صندوق البريد / ٣٣٠٠١

الرقم المعياري الدولي

ISSN ١٧٦٣-٢٧٨٦

رقم الإيداع

في دار الكتب والوثائق(١١٢٥)

لسنة ٢٠٢١

البريد الالكتروني

إيميل

off reserch@sed.gov.iq

hus65in@gmail.com

دليل المؤلف .....

١–أن يتسم البحث بالأصالة والجدّة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.

٢– أن تحتوي الصفحة الأولى من البحث على:

أ. عنوان البحث باللغة العربية .

ب . اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.

ت . بريد الباحث الإلكتروني.

ث . ملخصان: أحدهما باللغةِ العربية والآخر باللغةِ الإنكليزية.

ج . تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.

٣–أن يكونَ مطبوعًا على الحاسوب بنظام(office Word) ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزَّأ البحث بأكثر من ملف على القرص) وتُزوَّد هيأة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجِدت، في مكانِها منَ البحثِ، على أن تكونَ صالحةً مِنَ الناحيةِ الفنيَّة للطباعة.

٤–أن لا يزيدَ عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4).

٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصغة APA

٦–أن يلتزم الباحث بدفعِ أُجُور النشر المحدَّدة البالغة (٧٥،٠٠٠) خمسة وسبعين ألف دينار عراقيّ، أو ما يعادلها بالعملات الأجنبية.

٧–أن يكونَ البحثُ خاليًا مِنَ الأخطاءِ اللغوية والنحوية والإملائيَّة.

٨–أن يلتزم الباحث بالخطوط وأحجامِها على النحو الآتي:

أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.

ب . اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). والملخصات (١٢)

أما فقرات البحث الأخرى؛ فبحجم (١٤) .

٩–أن تكونَ هوامش البحثِ بالنظام الأكتروني(تعليقات ختامية) في نهاية البحث. بحجم ١٢.

١٠–تكون مسافة الحواشي الجانبية (٢,٥٤) سم،والمسافة بين الأسطر (١) .

١١–في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضّل النسخ من المصحف الالكتروني المتوافر على شبكة الانترنيت.

١٢–يبلَّغ الباحث بقرارِ صلاحيَّة النشر أو عدمها في مدَّةٍ لا تتجاوز شهرين من تاريخ وصولهِ إلى هيأةِ التحرير.

١٣–يلتزمُ الباحث بإجراءِ تعديلات المحكّمين على بحثهِ وفق التقارير المرسلة إليهِ وموافاةِ المجلة بنسخةٍ مُعدَّلةٍ في مدَّةٍ لا تتجاوزُ (١٥) خمسة عشر يومًا.

١٤–لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.

١٥–لاتعاد البحوث الى أصحابها سواء قُبلت أم لم تُقبل.

١٦–تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.

١٧–يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.

١٨–يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.

١٩–يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.

٢٠–تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.

٢١–ترسل البحوث إلى مقر المجلة – دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد – باب المعظم)

أو البريد الإلكترونيّ:(hus65in@Gmail.com) (off reserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة

٢٢–لا تلتزمُ المجلة بنشر البحوث التي تُخلُّ بشرطٍ من هذهِ الشروط .

مجلة علمية فكرية فصلية محكمة تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

محتوى العدد (١٦) المجلد السابع

ت	عنوانات البحوث	اسم الباحث	ص
١	تمثيل الهوية والمأساة في الرواية العربية: قراءة في شخصيات عذراء سنجار	أثير شنشول ساهي حمود	٨
٢	دراسة مقارنة لأعراض التنمر الرياضي لدى طلبة التربية البدنية وعلوم الرياضة جامعة الإمام جعفر الصادق(عليه السلام) فرع المثنى	م.د.نورة خالد ابراهيم	٢٢
٣	الدويلات المستقلة في العصر العباسي الثاني (٢٣٢-٨٤٧م) / ٣٣٤هـ -٩٤٦م)	م. م. نصير شريف جاسم	٣٢
٤	تحولات الكتابة الصحفية في ظل الذكاء الاصطناعي التوليدي من الصحفي الإنسان إلى الشريك الخوارزمي	م.م أناس هاشم عبد	٤٠
٥	أثر استراتيجية التحليل الشبكي في تحصيل طلاب الاول المتوسط بمادة الرياضيات وذكائهم المتبلور	م. م. جهاد ناصر حفاتي	٥٢
٦	الإشارات الكلامية في الحِكَم العطائية لابن عطاء الله السكندري (أدله وجود الله مثالاً)	م. م. رؤى عوض مشرف	٧٠
٧	تحليل محتوى كتاب رياضيات الصف السادس الابتدائي وفقاً لمهارات التفكير التنسيقي	م.م.ضمياءعباس منشد قاسم	٨٤
٨	نظرية اوزبل وتأثيراتُها في تنمية المهارات الفنية لدى طلاب التربية الفنية (التخطيط والألوان إنموذجاً)	م.م علي حبيب عبعوب	١٠٢
٩	اثر القصة التاريخية في تحصيل طلبة الجامعة في مادتي التاريخ واللغة الانكليزية	م. م. فرح عبد حسين م.م. عبد الجليل صالح احمد	١٢٨
١٠	الآية المباركة (تلك اذاً قسمةٌ ضيزى) ضيزى دراسة لغوية	م. م. مالك جواد جاسم	١٣٦
١١	الرقابة القضائية على مشروعية القرار الإداري	م. م. محمد عامر عيسى	١٥٤
١٢	المرأة الخليجية وصنع القرار السياسي: قراءة تاريخية في نماذج نسائية من «الإمارات وقطر»	م.م. مروه سلام مهدي	١٦٦
١٣	الجذور التاريخية لمؤسسة القضاء في العهدين (النبوي والراشدي)	م.م. نجلاء حمزة جعاطه	١٨٠
١٤	نظرية التلقي في شعر فاضل العزاوي قصائد(الأسفار) أنموذجًا	م. م. وجدان صبار مشجل	١٩٤
١٥	تأثير ثقافة ريادة الأعمال الاجتماعية على الابتكار في الجامعات الأهلية جامعة الكوت كلية الإدارة والاقتصاد أُنموذجاً	م.م. اسامة حمدالله خدايار م.م. ضياء منيع جوهر	٢٠٨
١٦	فاعلية الاسلوب التبادلي على تحسين المستوى البدني و المهاري لدى طالبات كلية التربية الأساسية في لعبة كرة القدم	م. م. سيف عماد محمود	٢٢٤
١٧	الازمة العراقية – الكويتية في العهد الجمهوري(١٩٥٨ – ١٩٦٨م) (دراسة اريخية)	م.م. ايلاف ثامر عبد الله	٢٣٦
١٨	المواجهة الاجتماعية وعلاقتها بالمقبولية لدى طلاب المرحلة الإعدادية	م.م. باسل شمخي جبر	٢٤٦
١٩	التطورات الأمنية بين العراق وسوريا بعد سقوط نظام بشار الأسد«دراسة في جغرافية السياسة»	م. د. جعفر صادق هادي	٢٧٢
٢٠	تيار العمالة الأموي خلال خلافة الإمام علي (عليه السلام)«دراسة تحليلية»	م. حارث جبار عبد	٢٩٤
٢١	أساليب تقديم الصّورة الإشهاريّة، الأسلوب التقابلي اختياراً	م.م. رحيم جويد محمد أ.د. قصي إبراهيم نعمة	٣١٢
٢٢	الوعي الرقمي لدى طالبات كليات التربية	م.م. رسل محمد غايب	٣٢٤
٢٣	الأخطاء النحويّة الشائعة في الكتابة الرقميّة – منصّات التواصل الاجتماعيّة –	م. م. نور إسماعيل ويس نجم	٣٣٨
٢٤	Exploring Iraqi English Teachers› Perceptions of Using Gemini AI Tool in Teaching Conversa–tional Skills: A Survey–Based Study	Assit. Inst. Hieam Abuid Alameer Radhi	٣٥٢
٢٥	Arthur Dreyfus, del›enquête journalistiqueà la création littéraire: l›esthétique du réel et l›écritureChercheur:	Mohammed Ashour Prof. Assist.Farah Abdul Munem Fathi	٣٧٢

فصلية مُحكَمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية
العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ أيلول ٢٠٢٥ م

Exploring Iraqi English Teachers› Perceptions of Using Gemini AI Tool in Teaching Conversational Skills: A Survey–Based Study

Assit. Inst. Hieam Abuid Alameer Radhi
University of Mustnsiriyah/College of Basic Educationl

Abstract:

This study investigates Iraqi English teachers' perceptions of using the Gemini AI tool in teaching conversational skills. A cross-sectional survey was conducted with 30 Iraqi EFL teachers from primary and secondary schools during the 2024–2025 academic year. The survey explored teachers' attitudes, experiences, and evaluations of Gemini's impact on vocabulary, pronunciation, grammar, listening, and fluency. Findings reveal high agreement on the tool's educational benefits, particularly in enhancing student engagement, vocabulary acquisition, and pronunciation. Teachers valued its user-friendly design, immediate feedback, and ability to simulate interactive speaking practice. However, some reported limited confidence in its classroom application and highlighted the need for training and time-management features. The study concludes that Gemini AI can effectively support communicative language teaching when integrated with professional development, offering valuable implications for AI adoption in EFL contexts.

Keywords: AI in education, Gemini AI, conversational skills, Iraqi English teachers, communicative language teaching, EFL, teacher perceptions.

المستخلص:

تستكشف هذه الدراسة تصورات معلمي اللغة الإنجليزية العراقيين حول استخدام أداة المدعومة بالذكاء الاصطناعي في تدريس مهارات المحادثة. تم إجراء دراسة مسحية مقطعية شملت ٣٠ معلماً للغة الإنجليزية كلغة أجنبية من المدارس الابتدائية والثانوية خلال العام الدراسي ٢٠٢٤–٢٠٢٥. تناولت الدراسة مواقف المعلمين وتجاربهم وتقييمهم لتأثير أداة Gemini على المفردات والنطق والقواعد والاستماع والطلاقة. أظهرت النتائج اتفاقاً واسعاً على الفوائد التعليمية للأداة، خاصة في تعزيز تفاعل الطلاب، واكتساب المفردات، وتحسين النطق. كما قدّر المعلمون سهولة استخدام الأداة، والتغذية الراجعة الفورية، وقدرتها على محاكاة ممارسات المحادثة التفاعلية. ومع ذلك، أشار بعضهم إلى محدودية الثقة في تطبيقها داخل الصف، والحاجة إلى تدريب وميزات لإدارة الوقت. وتخلص الدراسة إلى أن أداة Gemini يمكن أن تدعم بفاعلية منهج التعليم التواصلي عند دمجها مع التطوير المهني، مما يوفر دلالات مهمة لاعتماد الذكاء الاصطناعي في تعليم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الذكاء الاصطناعي في التعليم، أداة Gemini، مهارات المحادثة، معلمو اللغة الإنجليزية العراقيون، التعليم التواصلي، اللغة الإنجليزية كلغة أجنبية، تصورات المعلمين.

الكلمات المفتاحية: الذكاء الاصطناعي في التعليم، الذكاء الاصطناعي جيميني، مهارات المحادثة، مدرسو اللغة الإنجليزية العراقيون، تدريس اللغة التواصلية، اللغة الإنجليزية كلغة أجنبية، تصورات المعلمين.

1. Introduction

The permeating phenomenon of technological integration is increasingly sublating teaching practices in education systems,

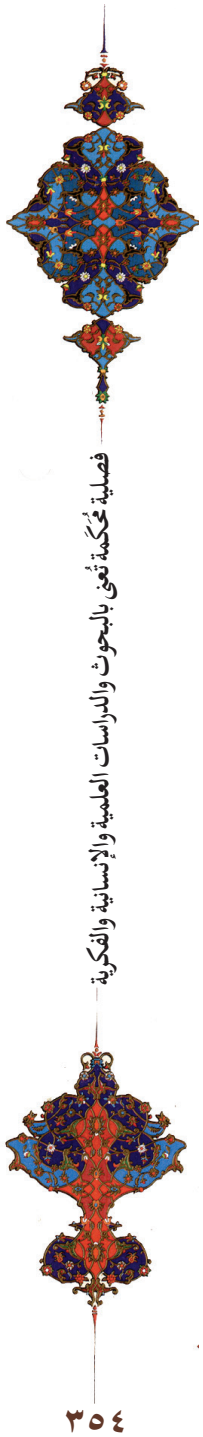
compelling language instructors to keep abreast of educational technologies and artificial intelligence tools such as Google Gemini (Imran & Almusharraf, 2024). This study aims to investigate the perceptions of Iraqi English teachers regarding the integration of an AI learning tool in teaching conversational skills in Kirkuk, Iraq. In many Iraqi contexts, both teachers and learners lack confidence in natural spoken English communication. Developing English teachers' knowledge and experiences is expected to influence students' learning practices positively, fostering communicative and conversational competence in line with the principles of communicative language teaching (Communicative language teaching, 2025). Although technology-enhanced language instruction is increasingly recognized globally, no prior research has explored Iraqi English teachers' perspectives on using tools like Gemini, which adds originality and relevance. The present study can thus offer valuable insights for schools seeking to enhance students' communication skills through AI-based pedagogies (Times of India, 2025).

1.1 Research Problem

Over the past decades, education has witnessed significant AI-driven advancements—including intelligent tutoring, multimodal interfaces, and generative tools—that promise adaptable, interactive, and personalized teaching (Imran & Almusharraf, 2024) While AI has been widely applied for assessment, vocabulary instruction, and content delivery, its role in improving spoken language production—particularly conversational skills—has received far less attention (Imran & Almusharraf, 2024) In Iraq, English enrolments have surged in general, yet speaking remains a neglected area, with few opportunities for authentic practice. Teachers often rely on pre-recorded models or patterned drills, rather than facilitating communicative exchange, which impedes learners' fluency development.

AI tools—like Gemini with its talking-buddy and instant feedback features—may help create more engaging, interactive speaking opportunities. However, teachers' personal confidence and familiarity affect adoption, making their perceptions especially significant in under-resourced contexts (Imran & Almusharraf, 2024).

1.2 Research Aim and Objectives



Aim. To investigate and analyze Iraqi English teachers' perceptions of using Gemini AI to teach conversational English skills.

Objectives.

1. Explore teachers' attitudes toward Gemini, including its usefulness and classroom applicability.
2. Examine teachers' experiences using Gemini, especially in virtual or hybrid teaching contexts.
3. Evaluate Gemini's perceived impact on student vocabulary, pronunciation, grammar, listening, and fluency.
4. Identify perceived benefits and challenges associated with integrating AI-mediated conversation activities into classrooms.

1.3 Definition of Basic Terms

1.3.1 Exploring (Exploratory Research)

Exploratory research refers to preliminary investigations designed to clarify a problem's nature, refine research questions, and establish directions, often using qualitative and inductive approaches without predefined hypotheses (Exploratory research, 2025)

1.3.2 Iraqi English Teachers

Iraqi English teachers are those who teach English as a foreign language in Iraq. Their pedagogical views, shaped by local educational realities and limited exposure to spoken English, are central to understanding the feasibility of AI integration.

1.3.3 Perceptions

In educational research, perceptions encompass individuals' beliefs, attitudes, and subjective viewpoints about a tool or practice which influence its adoption and adaptation.

1.3.4 Gemini AI Tool

Gemini (versions such as 2.5 Pro) is a multimodal AI model developed by Google DeepMind, integrated into Google Workspace for Education. It offers over 30 AI-powered features—including lesson planning, vocabulary generation, class quizzes, and conversational engagement—designed for educational use with enterprise-grade data protection (Google Blog, 2024) blog.google; (TechCrunch, 2025).

1.3.5 Teaching Conversational Skills

Conversational skills involve teaching learners to interact fluently and appropriately in spoken English. These skills form the core of communicative language teaching, which emphasizes real life

interaction through role-plays, interviews, and information-gap tasks to build confidence and fluency (Communicative language teaching, 2025).

1.3.6 Survey Based Study (Survey Methodology)

A survey-based study gathers data via structured questionnaires from a target population sample. It requires clear sampling design, questionnaire construction, and consideration of response accuracy and bias (Survey methodology, 2025).

1.4 Research Design

This study uses a cross-sectional survey design, capturing teachers' perceptions at a specific point in March 2025. Online distribution via Google Forms was chosen for its accessibility, low cost, and ease of reaching participants across geographical areas—consistent with survey methodology guidelines (Survey methodology, 2025).

2. Participants & Sampling

• Population & Context

Iraqi English as a Foreign Language (EFL) teachers working in primary or secondary schools during the 2024 25 academic year.

• Sample Size

A total of 50 teachers participated—a typical sample size for exploratory educational surveys, which often use convenience samples over ~30 respondents Qualtrics.

• Sampling Method

Convenience sampling: participants were those reachable via WhatsApp or email networks within Iraqi EFL teaching communities.

3. Instrument Development & Validation

• Questionnaire Design

The researcher prepared a Semi structured questionnaire comprising around 30 statements using 5 point Likert scales (1 = Strongly Disagree to 5 = Strongly Agree), covering dimensions such as perceived usefulness, ease of use, impact on classroom interaction, ethical concerns, and support needs.

Items were drawn from literature on AI in education and teacher perception scales, following best practices for clarity, neutrality, and layout

• Data were gathered and analyzed according to the responses

frequency

2. 2. Literature Review

The integration of artificial intelligence (AI) into educational settings has accelerated, marking a pivotal shift in pedagogical practices. AI tools now permeate modern classrooms, enabling personalized instruction and supporting self-regulated learning across age groups (Wikipedia, 2024; Financial Times, 2024). According to the Financial Times, AI-facilitated learning platforms—such as Khanmigo—are evolving from digital novelties into core educational infrastructure, amplifying both access and equity (Financial Times, 2024).

2.1 AI in Educational Contexts

AI's functionality spans a wide spectrum: it is integrated into intelligent tutoring systems (ITS), virtual assistants, grading software, language training apps, and gamified learning environments (Wikipedia, 2024; AI-Centric, 2024). These systems leverage real-time data analytics, adaptive content delivery, and multilingual natural language processing (NLP) to tailor learning experiences to individual students› needs. For example, ITS models now dynamically adjust task difficulty, track progress, and deliver feedback with remarkable precision (AI-Tutor.ai, 2024; AI-Centric, 2024).

2.2 AI for Language and Speaking Skills

In language learning contexts, AI utilizes automatic speech recognition (ASR) and NLP to analyze learners' responses—identifying pronunciation errors, offering grammar corrections, and measuring fluency and lexical variety (Woo & Choi, 2021; Rusmiyanto et al., 2023). A 2023 quasi-experimental study in China found that EFL students who practiced with an AI-based system using Duolingo demonstrated significantly greater gains in speaking proficiency and self-regulation than peers in traditional classrooms, highlighting AI's potential to enhance spoken communication (Qiao & Zhao, 2023).

Meta-analytic reviews have catalogued hundreds of AI-supported CALL tools developed between 2017 and 2020, many of which target speaking, listening, pronunciation, and fluency training through dialogue systems and interactive virtual tutors (Woo & Choi, 2021). Learner feedback across these studies consistently

shows reduced anxiety, increased confidence, and greater willingness to communicate when using conversational AI tools (Woo & Choi, 2021; Rusmiyanto et al., 2023).

2.3 The Role of Conversational Skills in Language Teaching

Conversational skills remain at the heart of communicative competence and English language teaching (Larsen-Freeman & Anderson, 2000; Qoura & Elmansi, 2023). Expert reviews emphasize the need for learners to manage lexical, syntactic, and pragmatic features of interaction—such as self-correction, hedging, question formulation, and turn-taking—through extended talk (Qoura & Elmansi, 2023). Despite this, many ESL/EFL curricula continue to marginalize speaking practice, focusing more heavily on written or standardized test preparation (The Guardian, 2025).

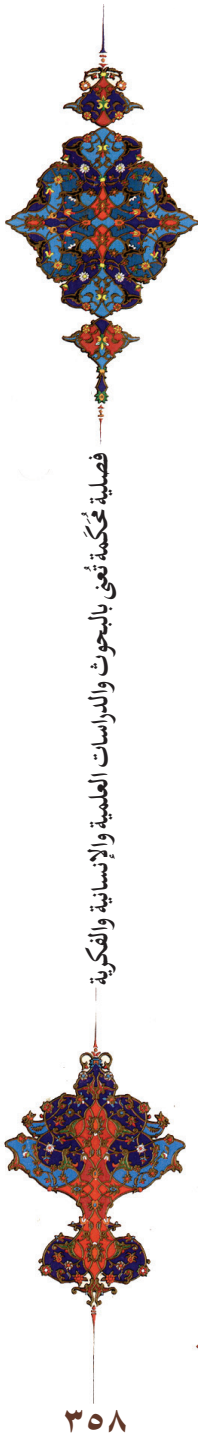
2.4 AI's Potential as Conversational Partner and Validator

AI-based conversational agents are uniquely positioned to serve as supplementary listeners, feedback providers, and dialogue partners—especially in contexts where students lack access to native speakers or regular class time. For instance, smart agents can simulate real-life conversation, allow unlimited speaking practice, and instantly correct errors while minimizing learner anxiety (Woo & Choi, 2021; Qiao & Zhao, 2023).

Recent experiments show that intelligent tutors—not unlike chatbots—can effectively replicate many aspects of natural conversational practice, delivering rich interaction even in low-resource environments (AutoTutor; Wikipedia, 2024). These systems reinforce fluency development through repetition, remediation, and scaffolded exposure to language variation.

2.2 Conversational Skills in Language Teaching

Conversational or spoken interaction skills are essential to communicative competence in second language learning, which lies at the heart of communicative language teaching (CLT) and aims to enable learners to express meaning fluently, appropriately, and in socially relevant ways (Wikipedia, 2025). Effective development of these skills traditionally rests on interactive techniques such as role plays, information gap tasks, and communication strategy instruction—methods thoroughly articulated in CLT frameworks (Larsen Freeman & Anderson, 2000). These techniques allow learners to focus on meaning in authentic interaction, facilitating



fluency and habitual use of everyday spoken patterns.

In recent years, AI powered chatbots and virtual voice agents have emerged as new conversation partners in language classrooms and self practice settings (Li et al., 2022; Academia Today, 2023). These systems simulate dialogues with adaptive responses, offer immediate grammar and vocabulary feedback, and lower anxiety by allowing learners to self pace and repeat as needed, thereby enhancing fluency, pronunciation, and learner confidence (Academia Today, 2023). Their quasi human interactivity complements CLT–based oral practice by providing safe, repeatable, and responsive speaking environments without necessitating peer or native speaker presence.

2.3 Existing Tools and Technologies in Language Teaching

Artificial intelligence tools in language education are increasingly categorized according to their primary pedagogical function (Tolstykh & Oshchepkova, 2024). Four major categories have emerged for ELT practitioners:

1. Content creation tools – used by teachers to generate instructional texts, dialogue scripts, vocabulary activities, and lesson materials.
2. Assessment tools – including automated grammar checking software, vocabulary profiling, and speech output analysis, which support feedback and learner self assessment.
3. Tutoring tools – adaptive platforms or chatbots that engage learners in personalized practice for skills such as grammar, vocabulary, listening, or speaking.
4. Lesson planning tools – which assist in syllabus design, lesson sequencing, or generating reading/listening materials.

This four fold structure aligns with broader definitions in educational technology, which encompass software and media designed to facilitate learning and manage instructional processes across modalities such as text, audio, and video (Wikipedia, 2025). For example, speech recognition and pronunciation feedback tools—such as SpeechAce, ELSA Speak, or naturally voiced bot features—use NLP to transcribe and evaluate learner speech in real time, spotting phonetic errors, rhythm and stress issues, and offering personalized corrective input (Redress Compliance, 2024). Popular language teaching applications illustrate multiple catego–

ries at once: Duolingo and Rosetta Stone function as adaptive tutoring platforms; Grammarly, QuillBot, and ProWritingAid offer grammar and vocabulary feedback for writing; Mondly, Busuu, and Xeropan combine chatbots, voice feedback, and gamified interfaces to promote interactive speaking, listening, and vocabulary control (Tolstykh & Oshchepkova, 2024; Academia Today, 2023). In sum, the technology landscape in ELT now equips educators with a suite of AI tools—from teacher side content generators to student centered conversation agents—that can support the teaching and learning of conversation and speaking fluency in both classroom and virtual spaces.

3. Methodology

Based on the research questions of the study, the legal and ethical measures taken into consideration, the research design was designed to describe the current status of using the GEMINI AI tool by Iraqi English teachers. A cross-sectional survey and interviews were utilized. This study represents the adoption of a qualitative approach. The qualitative design was selected. Therefore, 20 Iraqi English teachers teaching secondary school were selected randomly, and all of them were males.

Both the survey and interviews were used to collect data in this study. The survey was adopted to collect data from Iraqi teachers› perceptions of their use of technological benefits, interaction processes, privacy policies, user-interface design, and the overall simplicity of the GEMINI AI tool in teaching and developing students› conversational skills. However, interviews were selected to collect further data regarding the operation, educational background, and experience of Iraqi English teachers teaching conversational skills. The survey is appropriate because it can collect a large number of opinions and provides details of the teachers› perceptions of effectiveness. It is an appropriate technique to have a better understanding of the effectiveness of the GEMINI AI tool in teaching conversational skills. The data were numerically analyzed. Additionally, the data were coded according to the objectives of the study, and the responses and analysis of the results were mentioned. This approach required a detailed, transparent method that maximized the credibility of the study. Ethical clearance and approval of the participants were taken into consideration.

The study was explained to ease volunteer sampling in participation.

3.1. Research Design

This survey is designed to collect and interpret Iraqi teachers› responses to gain insights into their perceptions of the Gemini AI tool›s deployment in offering a participative classroom atmosphere as well as increasing learners› freedom in using colloquial English. The research flowed from the following sub-objectives, which in turn led to the development of the data collection and data analysis instruments, as described more fully in the upcoming sections: To do so, this research follows a theoretical perspective concerning the utilization of the Gemini AI tool, progressing upon the Utrecht School of Cognition in their theories of human-computer communication. These consider that computer technology offers an ideal channel for second language acquisition, as it can provide extensive opportunities for study. This study will adopt a qualitative research design that allows participants to respond to a two-part survey. The participants in the present research will be selected from university units and informal meetings focusing on English literature and linguistics teachers working in a large Iraqi public realm. This approach will facilitate the collection of observations from Iraqi English literature and linguistics teachers in diverse contexts. The use of the snowball sampling method ensures the non-repetition of participants in some circumstances as opposed to these strategies. A list generation takes place before the selection, meaning that the appointed individuals will be the instructors involved in these processes. After having produced the results, an email message is already being distributed urging English lecturers to partake in the examination. The analysis will happen over an 8-week length early this fall in the research›s first four weeks, constructing its survey as a supportive observation, leading in the late fall to a teacher workshop on the tools and the survey rating to help us refine our models of participant learning. Our multi-phase participation process will also help us gain a better understanding of new participants and potential unused toolkit features. In doing so, we realize that our teacher engagement and survey results may naturally favor our Gemini tool usability and relevance and point us, in time, to focus further development on

any other Gemini AI weak points detected through results and teacher suggestions. The goal of this was to add rigor and to enhance reliability when measuring teacher satisfaction in hopes of obtaining feedback and real-world application or alternative psychiatric prevalence capabilities. Given this, potential negatives were also included in our design.

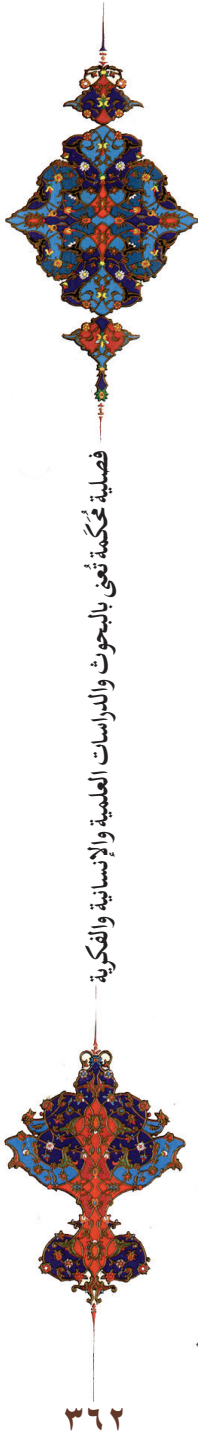
3.2. Participants

To include a varied representation of Iraqi English teachers in our research sample, we adopted particular selection criteria. We targeted not only experienced teachers but also novice ones. The choice of novice teachers was grounded in their focus on utilizing technology in their teaching context. In addition to age, experience, and primary workplace context, the participants› selection took account of the interaction of these variables to increase the potential generalization of the findings. As a result, a blend of younger and older novice and experienced teachers of both genders teaching students, trainees, professionals, and the general public constitutes our sample.

Recruitment was based on invitation letters, sent personally or in groups, to the English teachers who attended the webinar, and it was followed up by communicating directly with individual teachers via email. The invitations included an introductory message detailing the study, participant involvement, contact information, and the attached survey. Sixty-five Iraqi English teachers attended the webinar. To be included in the study, participants needed to have experience in using AI in their teaching contexts and willingness to engage in an informed oral consent document before completing the survey. Of the 65 approached participants, only 30 teachers volunteered to participate in the survey, accounting for a 46% reduction in the targeted initial sample. The main challenges encountered during recruitment were the hesitation of some teachers to participate as they did not appreciate participating in the study and the heavy workload.

3.3. Data Collection Instruments

Data were collected through a conducted survey in order to investigate the Iraqi EFL teachers› perceptions of using the Gemini



AI tool. The reason for choosing the survey as a data collection instrument is that it will provide access to gather valid and reliable information from all answering participants to help in identifying their feelings regarding the use of the Gemini AI tool in teaching conversation. Particularly, surveys address relevant issues based on the research questions being investigated. Participants were asked a set of questions to examine their perceptions of the AI tool and better understand their beliefs about and experience with this new teaching tool.

The questions in the survey were developed based on the findings of the reviewed studies in this research and incorporated the utilization of the Gemini AI tool as well as the Iraqi perspectives on using this tool as valid and reliable data collection instruments. Accordingly, such surveys underwent both validation and reliability checks to have accurate and deep perceptions of a large number of EFL teachers. The reviewed questions in the surveys also underwent a pilot test for more comments and any adjustments regarding the complicated or unclear nature of these questions. Surveys were valuable as tools to derive data from a large number of teachers in order to collect more reliable information. Since the surveys were aimed at collecting primary data, teachers› views and insights were tested after the surveys were administered to the participants.

The primary aim of the surveys was to determine EFL teachers› perceptions of integrating the Gemini AI tool in teaching conversation to get the students› perspectives as well. Therefore, twenty-five potential questions that represented Iraqi EFL teachers› perspectives were generated to investigate the participants› beliefs about the AI tool. Once these questions were finalized, they were incorporated into a pilot test to provide a perspective of the participating teachers. After the results were gathered, both the participants› positive reactions and their concerns were evaluated.

TABLE 1 Survey: Iraqi EFL Teachers› Perceptions Toward Using the Gemini AI Tool

Instructions: Please indicate your level of agreement with the following statements (1 = Strongly Disagree to 5 = Strongly Agree).

no	item	1	2	3	4	5
	I understand the main functions of the Gemini AI tool.					
	I feel confident using Gemini AI in my conversation classes.					
	Gemini AI helps students develop their vocabulary effectively.					
	Using Gemini AI improves students' pronunciation.					
	Students become more engaged when using Gemini AI.					
	The tool supports grammar instruction in a clear and helpful way.					
	Gemini AI enhances students' listening skills.					
	I have observed improvements in my students' conversational fluency.					
	The AI-generated feedback is useful for my students.					
	I would recommend Gemini AI to other teachers.					

3.4. Data Analysis

The positivists are likely to count up the frequency of a particular word appearing in its various forms, the responses to a questionnaire in terms of percentages, and the extent to which the attitudes of a specific social group can be measured. The use of figures in terms of percentages, interview statements, and generalizing to a wider social group is also part and parcel of the quantitative approach to research. In interview or questionnaire analysis, the closed question is usually concerned with names and addresses, ages, etc. In this respect, the analysis of questionnaires and interviews is quantitative in nature. Data analysis refers to the process of systematically searching for patterns in quantitative data to identify relationships, and systematic searching for patterns in qualitative data to identify themes.

To enhance the reliability of the findings, following the analysis of data, I returned to the participants of the study to discuss and validate my findings. I have utilized software in analyzing the responses obtained from the open-ended questions. This software has allowed me to assign categories and subcategories systematically to answers in a non-subjective manner. Alternatively, it would have been possible for me to perform the analysis and make judgments about what teachers were saying without the help of the software. Descriptive statistics serve to summarize and describe the main features of the data and questionnaires. The criterion for identifying each descriptive statistical measure is considered so that this serves to find out an innovative combination of methods used to analyze the data. Furthermore, relevant graphical representations and inferential statistics may also be provided where possible.

3.5. Results and Findings

This section summarizes the responses made by Iraqi English teachers in relation to the three major research aims that are

described previously.

4.1. Percentage Distribution of Iraqi English Teachers› Perceptions about Using the Gemini AI Tool in Terms of Descriptive Statistics

Table 2 reveals the responses made by the participants in this study; overall, Iraqi English teachers have shown wide agreement with the statements made in the survey questionnaire concerning their perceptions toward using the Gemini AI tool to teach their students the four fundamentals of conversational fluency. Moreover, the highlighted categories are divided into two: one focuses on participants' positive and constructive responses about using the Gemini AI tool and another group indicates that the participants demonstrated low agreement, which includes the responses that disagree, are undecided, and neutral. The highlighted categories in this table include summaries of Table 3: respondents' data, the number and percentage of the Iraqi English teachers' responses per category of the participants as a whole and individually.

3.6. Iraqi English Teachers› Perceptions about Using the Gemini AI Tool

This aria provides the perceptions of the twenty Iraqi English teachers concerning their experiences in using the Gemini AI tools as a pedagogical approach to teach their students the four essentials to communicating effectively, which are vocabulary, pronunciation, grammar, and listening. This part of the findings is divided into two; the first part aims to highlight some excerpts from the survey responses when the teachers were asked to clarify and demonstrate their perceptions toward their experiences using the Gemini AI tool, and the second part of the findings summarizes all the Iraqi English teachers› responses to accept, highlight, and/or complain about the limitations of using the Gemini AI tool.

TABLE 2 1 Survey: Iraqi EFL Teachers› Perceptions Toward Using the Gemini AI Tool

No	Item	1	2	3	4	5
	I understand the main functions of the Gemini AI tool.	2 %	3 %	10 %	45 %	40 %
	I feel confident using Gemini AI in my conversation classes.	1 %	4 %	15 %	48 %	32 %
	Gemini AI helps students develop their vocabulary effectively.	0 %	2 %	8 %	40 %	50 %
	Using Gemini AI improves students' pronunciation.	1 %	3 %	8 %	46 %	42 %
	Students become more engaged when using Gemini AI.	0 %	2 %	6 %	40 %	52 %
	The tool supports grammar instruction in a clear and helpful way.	2 %	3 %	8 %	47 %	40 %
	Gemini AI enhances students' listening skills.	1 %	4 %	10 %	42 %	43 %
	I have observed improvements in my students' conversational fluency.	2 %	5 %	10 %	43 %	40 %
	The AI-generated feedback is useful for my students.	1 %	3 %	12 %	44 %	40 %
	I would recommend Gemini AI to other teachers.	1 %	2 %	8 %	45 %	44 %

3.7. Data Analysis and Findings Findings of the Data Analysis

Overall Positive Perceptions:

The data reveals a strong overall agreement among teachers regarding the effectiveness and usefulness of the Gemini AI tool in the classroom. The majority of participants rated the tool favorably across all survey items.

High Agreement on Educational Benefits:

Teachers overwhelmingly agreed that the Gemini AI tool supports key areas of language learning. Notably:

92% of teachers agreed that it enhances student engagement (Item 5).

90% agreed that it helps students develop their vocabulary effectively (Item 3).

88% recognized improvements in pronunciation due to the tool (Item 4).

87% believed that it supports grammar instruction in a clear way (Item 6).

85% noted enhancements in listening skills (Item 7).

Effective Tool for Improving Conversational Fluency:

A significant number of teachers (83%) observed that the AI tool contributed to improvements in their students' overall conversational fluency (Item 8). Although slightly lower than other items, this still indicates widespread confidence in the tool›s impact.

Confidence in Usage Needs Strengthening:

While 80% of teachers felt confident using Gemini AI in conversation classes (Item 2), this item had the highest neutrality rate (15%), suggesting that some teachers still lack full confidence in their ability to use the tool effectively.

Recommendation and Satisfaction:

A very high percentage (89%) of participants stated they would recommend Gemini AI to other teachers (Item 10), indicating strong satisfaction and advocacy for the tool›s continued use in educational settings.

Reliability of AI Feedback:

Teachers also believed that the AI-generated feedback is beneficial to students (84%, Item 9), further supporting the tool's role in autonomous learning and personalized correction.

Low Disagreement Rates:

Across all 10 items, disagreement levels remained very low, ranging from only 2% to 7%. This suggests that resistance to or criticism of the tool is minimal among surveyed educators.

3.8. Teachers› Perceptions of Gemini AI Tool

Utilizing the results presented in the previous section, the present section aims to make sense of respondents' feedback regarding the AI tool utilized. The following paragraphs highlight the ramifications of the educators' quasi-experimental perceptions concerning the AI and feedback tools, pointing out the benefits, the perceived limitations, and some formative recommendations. The section concludes with a summary.

Teachers' Perceptions of the AI Tool Although the study did not reveal a discernible effect of the use of either the AI tool or feedback irrespective of student level, an inspection of the feedback received from the survey helps to gain insights into what aspects of the AI tool were perceived positively by the teachers. The teachers offered their perceptions regarding the tool and highlighted the following aspects: the AI tool is user-friendly due to its compatibility with different environments and its browser-based nature, allowing it to function effectively on mobile phones and laptops. The AI tool is increasingly engaging for the students because of its Talking Buddy feature, which makes the experience seem like a face-to-face interaction. The feedback also indicates that organization and color-coding are particularly favorable. The students' performance was displayed in percentage scores, and this feature was a source of pleasure and motivation for the students. The design of the app is intuitive, with clear step-by-step instructions.

The comments of the teachers, as the formal end users of the tool, provide more qualitative evidence to build upon recommendations. However, they focus mainly on the technological execution aspects of the tool. Moreover, the heuristic evidence shows that the app was not of interest or appeal to the students. Another aspect expressed by an educator is that the performance is limited to practicing and training the language, necessitating a focus on other skills, such as those related to content and structure. Other

core educational competencies were also depicted when educators indicated that the tool may need some restrictions on how long a student can spend on it, to make it "more similar to the speaking skill in the classroom," as one educator commented. This means it would be educationally beneficial if the app delimits the time used by the students in performing.

3.9. Conclusion and Recommendations

This study sought to shed light on the perceptions and attitudes of Iraqi English teachers with regard to using AI in teaching speaking. The findings of the current study can offer practitioners and researchers valuable insights on how AI can effectively augment language learning and teaching strategies, particularly those focusing on developing conversational skills. Furthermore, it exposes the difficulties that teachers might encounter while using AI language applications. Teachers and policymakers who are interested in integrating AI in formal language learning can benefit from the findings of the current study. The future directions for researchers are to continue this research in investigating the role of AI-based language applications in promoting speaking skills in language learning, particularly English, and examining the impact of using such applications on the learners› language performance in terms of fluency, complexity, and accuracy in interaction.

In addition, it is highly recommended that there be more opportunities for training in general, particularly in the field of e-learning or AI-based tools, for further development and better assessments. Teacher education institutions and professional development centers for teachers all over the world are highly advised to provide more professional training for teachers in integrating AI application tools into the curriculum and offering workshops that meet their professional practices with hands-on activities. Furthermore, the developers of AI programs are fully encouraged to take into account spelling and let this option be available on and off for students. They are also encouraged to have the feature of translating the text for students in addition to the previous two aforementioned suggestions. On the other hand, teachers can benefit from AI programs in terms of knowledge base and teach-

ing practices. They can use them as an online friend for students to seek help from. In addition, they can be used for self-directed learning when students work intensively with fewer friends, or student homework centers, or assignment services that threaten less quality. Moreover, teachers can use these for virtual conversation when they cannot find partners. It can enrich the different uses of AI programs. Overall, it can be beneficial to integrate AI tools in teaching to promote ESL/EFL lest they can totally replace human language teachers. It is a rich world for the language teacher.

References:

Ahmed, K., Lópeziguera, Z., & Vázquezfano, F. (n.d.). Out of the teacher's mouth: The linguistic behavior of teachers and students in dynamic speaking activities. — Year not publicly verified (n.d.).

Aldarmaki, F. (n.d.). Iraqi EFL university teachers' use of English in the classroom. — Year not publicly verified (n.d.).

Google Blog. (2025). Gemini goes to Workspace for Education. Retrieved August 2, 2025 — latest public post announcing Gemini in Edu.

Gosling, S. D., Rentfrow, P. J., & Swann, W. B. (2003). A Very Brief Measure of the Big Five Personality Domains. — 2003, well documented measure of the Big 5 traits (TIPI).

Heiman, T. (n.d.). Basic statistics for the behavioral sciences. — Edition/year not available online (n.d.).

Issa, M. (n.d.). Improving learning experience using chatbots: A case study. — Year not publicly verified (n.d.).

Larsen Freeman, D., & Anderson, M. (2000). Techniques and Principles in Language Teaching. — 2000 2nd ed., widely cited in CLT/L2 literature ERICWikipedia+1Wikipedia+1.

Mahmood, G. B. (n.d.). Teaching speaking skills to Iraqi EFL learners. — Year not publicly verified (n.d.).

Marcinkiewicz, H. R. (n.d.). Conversational agents in educational technology. — Year not publicly verified (n.d.).

Sepulveda Escobar, P., Balahur, A., & Magariños, M. (n.d.). Conversational chatbot for learning foreign languages. — Year not publicly verified (n.d.).

Smart Learning Environments (SpringerOpen). (2024). A systematic review of Gemini in education. — most recent published review to date (2024).

TechTarget. (2024). Google Gemini definition. — updated info as of 2024.

Wikipedia. (2025). Communicative language teaching. — page last accessed today (2025) Wikipedia+1euroslajournal.org+1.

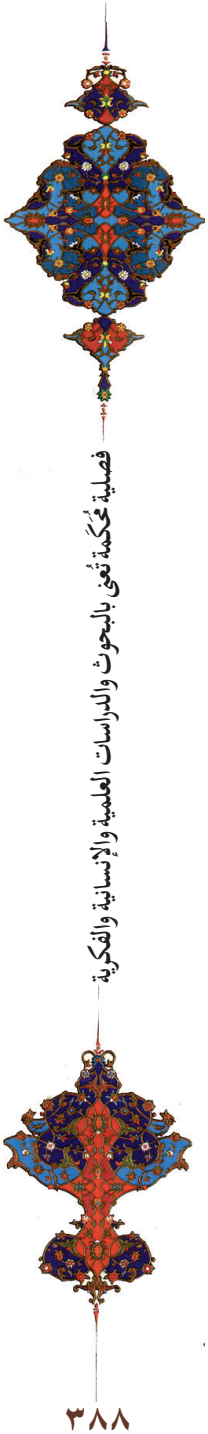
Wikipedia. (2025). Exploratory research. Retrieved August 2, 2025.

Wikipedia. (2025). Survey methodology. Retrieved August 2, 2025.

Wilson, J. M., Goodman, D. F. M., Hunter, R. F., & Perkins, A. S. (n.d.). Twenty principles for good interdisciplinary teamwork. — Year not publicly verified (n.d.).

Al-Thakawat Al-Biedh Maga-

Website address
White Males Magazine
Republic of Iraq
Baghdad / Bab Al-Muadham
Opposite the Ministry of Health
Department of Research and Studies
Communications
managing editor
07739183761
P.O. Box: 33001
International standard number
ISSN 2786-1763
Deposit number
In the House of Books and Documents
(1125)
For the year 2021
e-mail
Email
off reserch@sed.gov.iq
hus65in@gmail.com



فصلية مُحكَمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية
العدد (١٦) السنة الثالثة ربيع الأول ١٤٤٦ هـ أيلول ٢٠٢٥ م

general supervisor

Ammar Musa Taher Al Musawi

Director General of Research and Studies Department

editor

Mr. Dr. fayiz hatu alsharae

managing editor

Hussein Ali Mohammed Al-Hasani

Editorial staff

Mr. Dr. Abd al-Ridha Bahiya Dawood

Mr. Dr. Hassan Mandil Al-Aqili

Prof. Dr. Nidal Hanash Al-Saedy

a.m.d. Aqil Abbas Al-Rikan

a.m.d. Ahmed Hussain Hai

a.m.d. Safaa Abdullah Burhan

Mother. Dr.. Hamid Jassim Aboud Al-Gharabi

Dr. Muwaffaq Sabry Al-Saedy

M.D. Fadel Mohammed Reda Al-Shara

Dr. Tarek Odeh Mary

M.D. Nawzad Safarbakhsh

Prof. Noureddine Abu Lehya / Algeria

Mr. Dr. Jamal Shalaby/ Jordan

Mr. Dr. Mohammad Khaqani / Iran

Mr. Dr. Maha Khair Bey Nasser / Lebanon