



يَا

صَاحِبَ الْقُبَّةِ الْبَيْضَاءِ فِي النَّجَفِ
مَنْ زَارَ قَبْرِكَ وَاسْتَشْفَى لَدَيْكَ شُفْعِي
زُورُوا أَبَا الْحَسَنِ الْهَادِي لَعَلَّكُمْ
تُحْظَوْنَ بِالْأَجْرِ وَالْإِقْبَالِ وَالْزُّلْفَ
زُورُوا لِمَنْ تُسْمَعُ النَّجْوَى لَدَيْهِ فَمَنْ
يَرَهُ بِالْقَبْرِ مَلْهُوفًا لَدَيْهِ كُفِي
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مُلَيَّيَاً وَإِسْعَ سَعِيًّا حَوْلَهُ وَطُفِ
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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٩)

السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م

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م/ مجلة القبة البيضاء

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السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد(٩)

السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م

تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

العنوان الموقعي

مجلة القبة البيضاء

جمهورية العراق

بغداد / باب المعلم

مقابل وزارة الصحة

دائرة البحوث والدراسات

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الرقم المعياري الدولي

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..... دليل المؤلف

- ١- إن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- إن تحتوي الصفحة الأولى من البحث على:
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 - ب . اسم الباحث باللغة العربية . ودرجته العلمية وشهادته.
 - ت . بريد الباحث الإلكتروني .
- ٣ . ملخصان أحدهما باللغة العربية والآخر باللغة الإنجليزية.
- ٤- تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٥- أن يكون مطبوعاً على الكمبيوتر بنظام (Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يحْتَوي البحث بأكثَر من ملف على القرص) وتنزَّل هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجِدَت، في مكانها من البحث، على أن تكون صالحةً من الناحية الفنية للطباعة.
- ٦- أن لا يزيدَ عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4).
- ٧- أن يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة **APA**.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
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 - ب. اللغة الإنجليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). وملخصات (١٢). أما فقرات البحث الأخرى؛ فيحجم (١٤) .
- ٩- أن تكون هواش البحث بالنظام التقليدي (تعليقات ختامية) في نهاية البحث. بحجم ١٢ .
- ١٠- تكون مسافة الحواشى الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة لآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتواافق على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسلة إليه وموافقة الجلسة بنسخة معدّلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لاتعاد البحوث إلى أصحابها سواء قبلت أم لم تقبل.
- ١٦- دمج مصادر البحث وهوامشه في عنوان واحد يكون 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 الاستاذ 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- تعبِّر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث على العنوان الآتي: (بغداد - شارع فلسطين المركز الوطني لعلوم القرآن) أو البريد الإلكتروني: (off_research@sed.gov.iq) بعد دفع الأجر في الحساب المصرفي العائد إلى الدائرة.
- ٢٢- لا تلتزم المجلة بنشر البحوث التي تخلُّ بشرطٍ من هذه الشروط .



ن	عنوان البحوث	اسم الباحث	ص
١	كرامة الإنسان في الفقه الإسلامي	أ. م. د. إبراهيم سلمان قاسم	٨
٢	القيمة الجمالية للقباب الإسلامية وأثرها في تشكيل الهوية البصرية للتصميم الزخرفي	م. د. سامر علي عبد الحسن	٢٤
٣	إعداد معلم التربية الإسلامية وكفاياته التعليمية	م. د. أحمد محمد سعدون	٣٨
٤	احتفلات ومراسيم عيد الغدير في التاريخ الاجتماعي لل المسلمين من خلال موسوعة الغدير للأميني	م. د. أحمد هاتف المفرج	٥٠
٥	أحكام العدة لزوجة المفقود زوجها دراسة مقارنة بين الفقه الإسلامي والقانون العراقي	م. د. سعد محمود عبد الجبار	٦٤
٦	المعرفة القرآنية بين التأصيل والتأويل دراسة منهجية في تفسير الرازى وابن عاشور	م. د. عامر مواد عالي	٧٨
٧	أثر برنامج إرشادي بأسلوب التدخل الابيجي في خفض التلاعيب العقلي لدى طالبات الصف الرابع الاعدادي	م. د. آصاد خضرير محمد	٩٢
٨	بعبة القراء في معرفة الوقف والابتداء	م. د. مروة سعد مطر	١٠٨
٩	الخطاب النقدي عند نازك الملائكة بين السلطة النسوية البهينة والمعلنة	م. د. ميسون عدنان حسن	١٢٢
١٠	أهمية السياق ودوره في توجيه المعنى القرآني عند الصطاطي «تفسير الميزان»	م. د. علي ناصر حسين	١٣٢
١١	روسيا ولعبة الهيمنة على الطاقة (رؤية في الادوار والاستراتيجيات) «مقال مراجعة»	م. علي وليد ناصر	١٤٤
١٢	تصميم خطة لتوظيف الكمبيوتر ضمن دروس التربية الفنية	أ. د. أحمد سعير محمد ياسين تيسير عبد السلام ست	١٥٤
١٣	واقع النقد الفني ودوره في الفنون البصرية لدى طلبة قسم التربية الفنية	أ.م. د. حسين رشك خضرير مصطفى عبد الأمير عزيز	١٧٠
١٤	آداب الزائر و المزار في الفقه والقانون	مصدق جعفر بعلواني الدكتور محمد ادبي مهر الدكتور احمد مير حسبي	١٧٨
١٥	أثر لقمة الحال والحرام على شخصية الطفل في ضوء الفقه الإمامي	م. م. سماح إبراهيم أسماويل	١٩٠
١٦	الديانات المغولية	م. م. سعير حسين خلف	٢٠٢
١٧	التاريخ بين الحديث والمعنى في فلسفة بول ريكور	م. م. محسن فاطح محمد م. م. إبراهيم صادق صدام	٢١٠
١٨	الذاكرة الاقتحامية وعلاقتها باضطراب ما بعد الصدمة لدى طلبة الجامعة	م. م. رفل تحسين علي	٢١٨
١٩	السياسة المالية في العراق بعد ٢٠٠٣ التحديات وسبل الإصلاح	م. م. عبد الكريم عبد الحسين عبد	٢٣٤
٢٠	الاستعادة ودورها في درء الشيطان الرجيم «مقال مراجعة»	م. م. مريم محمود عبد الله	٢٥٦
٢١	اعتراضات ابن كمال باشا في تفسيره على الزمخشري في مسألتي أفعال العباد ورؤية	م. م. نوال مكي علي	٢٦٨
٢٢	دور النحو في تحقيق الإعجاز اللغوي في القرآن الكريم	م. م. نور إسماعيل ويس بجم	٢٧٨
٢٣	الخطاب الإعلامي للسيدة زينب(عليها السلام) ودوره في ترسیخ أهداف الثورة	آيات ناصر حسن	٢٩٢
٢٤	دور الصحافة في تشكيل الرأي العام حول القضايا البيئية	الباحث: محمد جواد كاظم	٣١٠
٢٥	The Effect of Artificial Intelligence on Designing Listening-Based English Curricula	Ghada Kadhim Kamil	٣٢٢
٢٦	: Media Framing of Palestinian Conflict A Critical Discourse Analysis	Asst. Lec. Samer Yaqoob AL-Duhaimi	٣٤٤

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٩)

السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م



السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م

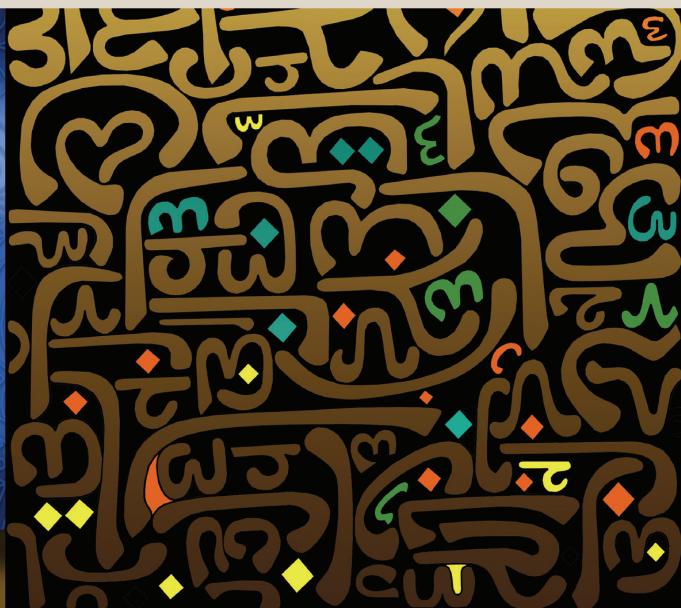


The Effect of Artificial Intelligence on Designing Listening-Based English Curricula

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السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥



٢٢٢

Abstract:

This paper attempts to consider the revolutionary effects of AI on the design and delivery of listening-oriented English courses. With AI getting more and more ubiquitous in the classroom the effect of AI in the acquisition of LLS but also and even more specifically to listening skills shouldn't be underestimated. This article explores the theoretical basis, implications for practice, and pedagogical applications of AI tools, such as ASR, NLP, and adaptive learning technologies, for creating more dynamic, personalized, and effective listening curricula. We analyze the current approaches using AI, build on evidence from recent case studies on the effectiveness of these approaches, and discuss the challenges and opportunities that they pose to educators and curriculum developers. It ends with a model for integrating AI into curriculum design to meet the diverse needs of today's English learners as well enhance advanced listening proficiency.

Keywords: Artificial Intelligence, English Language Teaching, Curriculum Design, Listening Skills, Educational Technology

المستخلص:

يسعى هذا البحث إلى دراسة العملية الثورية للذكاء الاصطناعي في تصميم وتقديم المناهج التعليمية للغة الإنجليزية القائمة على مهارات الاستماع. ومع تزايد انتشار الذكاء الاصطناعي في السياقات التعليمية، ينبغي عدم إغفال تأثيره على تعلم اللغات، ولا سيما على اكتساب مهارات الاستماع. يتناول هذا البحث الأساس النظري والاستخدامات العملية والدلائل التربوية لتوظيف أدوات الذكاء الاصطناعي مثل التعرف التلقائي على الكلام، ومعالجة اللغة الطبيعية، ومنصات التعلم التكيفي، من أجل تصميم مناهج أكثر ديناميكية وفعالية في مجال الاستماع. كما يستعرض الاستراتيجيات المدعومة بالذكاء الاصطناعي، ونقائص اعتمادها من خلال استعراض دراسات حالة حديثة، ومناقش التحديات والفرص التي تقدمها للمعلمين ومصممي المناهج. ويختتم البحث بطرح إطار عمل للدمج للذكاء الاصطناعي في تصميم المناهج بما يلبي الاحتياجات المتنوعة للمتعلمين المعاصرين للغة الإنجليزية، فضلاً عن دعم تطوير كفاءتهم المقدمة في الاستماع.

الكلمات المفتاحية: الذكاء الاصطناعي، تعليم اللغة الإنجليزية، تصميم المناهج، مهارات الاستماع، لاتكنولوجيا تعليمية.

1. Introduction

1.1 Background: The Evolution of Listening Skills Pedagogy

Listening, a skill typically perceived as passive, is actually an elaborate and active cognitive exercise, which is indispensable for successful communication and language acquisition. The practice of teaching listening has existed in English Language Teaching (ELT) for years. In the beginning the focus on listening was marginal and essentially adopted as a means of presenting language points, and particularly grammar or vocabulary, with memorization and repetition at the fore as, for instance, in the Audio-Lingual Method. This



product focus focused on the endpoint of listening (answering comprehension questions) rather than the complexities of language processing when speech is heard.

However, in the latter half of the 20th century, with the emergence of Communicative Language Teaching (CLT), interest began to shift to pedagogical practices that were more process based. For example, communicative language teaching (CLT) emphasised the goal of authentic communication, and listening was recognized as a component of communicative competence. This step also pushed for more emphasis on teaching learners how to listen, both cognitively and metacognitively, in order to enable them to be active meaning makers of spoken input Goh, 2000 [1]. Studies have focused on the mental demands which are perceived to be engaged during listening such as attending, perceiving, parsing and using and metacognitive strategies such as planning, monitoring and evaluating one's own comprehension (Vandergrift, 2005). The understanding that successful listening depends on both bottom-up processing (i.e., working from an incoming speech signal to the meaning of the words and sentences) and top down processing (i.e., utilizing knowledge of the world, the listener's own language, and specific knowledge of the situation, and figuring out how the sounds received map onto the meanings) have since become vital to the definition of the teaching and learning of listening Siegel, 2018, Teaching English | British Council. New developments Emerging issues relative to the past Previous Reforms Despite the reform efforts conducted, in fact, traditional listening teaching and learning has been criticized for its limitations in providing authentic input and personalized instruction, and realizing fair and objective testing, providing space for technological innovations.

The educational revolution brought about by artificial intelligence (AI) affects language learning specifically. AI-powered tools, because of improving technological advancements, provide enhanced language acquisition capabilities that focus on ESL listening skills. According to Li and Yang (2022),. The AI-enabled speech recognition software, alongside chatbots and automated listening comprehension programs, gives students personalized experiences they could not access before traditional classes ended (. ESL students build all their linguistic skills from basic listening competencies because listening forms the essential foundation needed to progress speaking, reading, and writing abilities. The acquisition of language skills



level becomes difficult for listeners due to unfamiliar accents, fast speech rates, and complex vocabulary, according to Goh (2017). The advantages of AI-integrated listening exercises with intelligent tutoring systems surpass traditional teaching by providing student-specific support through real-time feedback (Sun & Xu, 2020)

1.2. The Advent of Artificial Intelligence in Education

Recently, artificial intelligence (AI) has been applied in different domains and has started to revolutionize these, including education. AI is the term used to identify any machine, specially a computer system, which simulates aspects of human intelligence. RelatedOnce a concept, AI is today everywhere at schools around the world. It first found use in education in the form of early intelligent tutoring systems, but the contemporary breakthroughs in machine learning, natural language processing (NLP), and automated speech recognition (ASR) have broadened the horizons of AI significantly (British Council).

In language learning, especially, AI is considered a powerful tool that can be used to introduce innovative methods and may also be of valuable aid to make teaching more effective (British Council). Ai-styled systems can also assist with some of the more repetitive elements of teaching, allowing the teacher to give more time to creative or personal tasks (ATC Language Schools). These kinds of systems enable personalized & adaptive feedback and provide varied real-language resources for the learners. Playing a language learning app which recognizes how fast a student learns, or even more advanced chat bots that can mimic a real conversation, we are entering into a new era of English Language Teaching (ELT). It makes learning live, makes learning effective, and it is relevant to the learner at the right time (Pearson; Cambridge ELT Blog). AI can also revamp traditional education with active, interactive, data led learning environments, focusing on skills like listening comprehension.

1.3. Problem Statement

While there are a lot of new improvements in teaching-listening approaches and methods, traditional ways of developing the listening-based English programs still have many difficulties. The problemOral languageOne of the biggest hurdles in learning a new language is providing students with natural and varied samples of listening materials which include various themes & different levels of difficulty, and are personalised with interests & levels. Learners have an opportunity to be exposed to the diverse areas of spoken



English, which are not easy to imitate in the static nature of a classroom dialogue with a recorded audiotape (such as different accents, speech rate, and contextual information). What's more, old-school approaches do not allow for personalized learning paths as the one-size-fits-all instruction often bores high-flyers while presenting an exercise in frustration for those who need more help. Lastly, lack of immediate personal feedback on listening comprehension is a substantial barrier. Teachers struggle to provide personalized and timely feedback to all students -a key part of learning a skill -due to the large size of classes. In addition, assessing listening skills can be very subjective and time-consuming so the identification of personal progress and planning of intervention can be difficult. These imperfections over the stereotypical syllabus design demonstrate the need to pursue other deficient approaches that could contribute to making the acquisition of listening a more successful process. The fast development of AI technologies provides us with an exciting opportunity to address these challenges; however, we do not have systematic and unified frameworks that enable the integration of AI into listening-based English curricula for pedagogical purpose.

1.4. Research Questions

This study aims to respond to these challenges by exploring the merging field between Artificial Intelligence, as well as the listening-based English curriculum design. Specifically, this study will aim to address the following issues:

1. In what ways might the AI activities be incorporated into listening-centred English courses to help promote learning?
2. What are the pros and cons of AI driven listening in ELT?
3. How does AI influence listening comprehension personalization and measurement in various learning environments?

1.5. Significance of the Study

There is an array of implications that this study has for the various stakeholders in ELT. It offers curriculum designers, developers and teachers a general picture and approach to utilizing AI technology to design and develop vibrant and efficient listening contents. This framework will also function as a how-to guide for anyone who wants to incorporate AI tools, guiding them through the process of designing learning experiences that are highly customized for each learner and that adapt to the way an individual learner learns. Such knowledge could contribute to increased learning outcomes,



student motivation and effective use of instructional time. For learners, introduction of AI could provide them with a broader, more authentic listening culture, tailor their learning path according to their proficiency, be given immediate corrective messages, and be given the control over their linguistic progress. And they can be driven toward that threshold of competence in less time. Further, this paper contributes to a broader corpus of literature on technology in education and AI in language learning. By summarizing what we know and laying out the gaps, it serves as a stepping stone for future research, especially in the area of long-term impact of AI on language learning, ethical considerations, and AI literacy for educators and learners. Ultimately, this will serve the ELT community well; it will know more and be better prepared to meet the needs of a changing educational landscape to ensure that learners can eventually communicate well in an intercultural and high-tech world.”

1.6. Scope and Limitations

The present study focuses on how Artificial Intelligence will influence designing listening-oriented English curricula. Although AI has wider applications all the way from basic language skills (listening, speaking, reading and writing), in the present study, we are mainly concerned with its effects on listening comprehension. The narrow domain knowledge of this particular domain helps to focus attention on the nuances and conundra of listening acquisition and the role AI could be playing. The paper will draw on academic writing, references of the empirical studies, books and theses published in English so that it could be analytically grounded on evidence. There we would also give a few use-case scenarios along with empirical testing of the AI tools in ELT practices. 7Case Studies We will include case studies here, as for presentation and ensuring we establish AI’s credibility.

But there’s a lot of fine print to consider. Artificial Intelligence is a fast-growing field, where a number of new methods and applications are continuously proposed. An environment which is evolving like this means, however, that any framework or guideline we put in place now will need to be constantly revisited if it is to remain applicable. Second, for as comprehensive as this study tries to be, it can’t possibly survey every AI tool (nor, for that matter, pedagogical innovation) out there. Moreover, the generalizability to different case studies may be limited, as the efficacy of AI for learning may depend on the learning domain, the population of students and the instructional situ-



ation. Finally, the study heavily is leaning on existing research and it is not like to set out to gather data or experiment when analyzing the research question, however it will synthesis as well as analysis toward to new framework. Despite these limitations, this study aims to provide valuable insights and a solid foundation for the use of the AIISTELL in **L2 listening instruction and L2 listening learning**.

2. Review of Related Literature

2.1. Theoretical Foundations of Listening Comprehension

Listening is not a static picking-up of sound information any more than speaking is the simple putting out of word units ... On the contrary, both are rapid and continuous psycholinguistic processes tending all the time toward abstraction. It is important to understand the theoretical basis of the way that people process and make sense of information that they receive by listening in order to advocate effective listening curriculum especially in view of integrating cutting-edge technologies like AI. This chapter addresses cognitive and metacognitive processes in listening and the interaction between bottom-up and top-down processing.

Cognitive processes in listening are those that pertain to the way in which the brain processes the auditory signals received from the speaker. The three main cognitive processes are classified after Goh (2000), perception, parsing and utilization. Perception is the first encounter with sounds, words, and sentences. In this stage, listeners must perceive the boundary between phonemes, detect word boundaries, and segment the stream of speech into meaningful linguistic forms. Parsing, also referred to as syntactic processing, is parsing the grammatical structure of sentences to determine relationships between words and phrases. Finally, utilization occurs as the extracted prosodic information is integrated with stored knowledge in a coherent analysis of the message. This step frequently includes interferences, conclusions and connecting the new information to prior experiences.

In addition to these cognitive processes, being a successful listener-including in a second language (L2)-is also a metacognitive issue or “metacomprehension strategies.” Metacognition, which is generally considered as thinking about thinking, refers to learners’ ability to be aware of and control over their learning process. Vandergrift (2005) explains three prominent metacognitive strategies, namely, planning, monitoring, and evaluating. Planning includes identifying goals for listening, activating prior knowledge, and pre-



dicting meaning. The term monitoring used throughout the present paper is thus in line with how it is generally discussed in the literature, in that it corresponds to an activity of continuously listening to texts and at the same time checking understanding, locating where they are having problems and correcting themselves. Evaluating takes place after listening, when the students check their understanding and the ease with which they used their strategies. Adopting such strategies can facilitate the process of L2 listening comprehension, allowing learners to make more flexible use of their cognitive resources, and adjust their approach depending on the listening task requirements (Vandergrift, 2002; Goh, 2016). Listening comprehension Listening comprehension is built on the complex interaction of cognitive processes and metacognitive strategies such as working memory and attention. The comprehension of listening comprehension is also enhanced by the demarcation of bottom-up and top-down processing. These two perspectives outline how listeners use distinct sources of information to derive meaning from oral comprehension.

The bottom-up process is described as a data-driven process in which the comprehender decodes the language from the smallest units and proceeds upwards. This includes perceiving phonemes, syllables, words and grammar. Listeners use their phonological, lexical, and syntactic knowledge to integrate meaning. Bottom-up processing could, for example, lead a listener to first parse individual sounds then join them together to create words, and finally combine words into phrases and sentences (Siegel, 2018). This is a vital comparison in understanding, especially when it comes to unfamiliar word-games or challenging sentence construction. Bottom-up oriented tasks include dictation, word finding and phonetic discrimination.

On the other hand, top-down processing is a rule-based listeners' knowledge, context and expectations to interpret the incoming sound information. This includes setting up schemata, guessing what will come next and inferring meaning from the whole. For instance, if listeners are familiar with the subject of a conversation, they can predict key vocabulary and concepts, which allows them to infer the missing meaning or to disambiguate a possibly confusing message (TeachingEnglish | British Council). While bottom-up processing can be thrown for a loop when trying to make sense of missed details, top-down processing accounts for context and allows listeners to comprehend even if there are gaps in linguistic processing, as long as they use their



overall knowledge of the world and the situation. Top-down activities: 1) predicting content before listening 2) determining topic/theme 3) summarising. Successful listening comprehension in the native and second language is generally considered to require an ever-changing dynamic interplay between bottom-up and top-down processes. Skilled listeners combine these two processes harmoniously, employing bottom-up skills to decode linguistic input and top-down skills to understand the message within its socio-cultural context. The key issue for ELT is to design material that promotes both types of skill, teaching students to be resourcefully strategic in their use of listening, taking their cue from listening tasks and their accompanying contexts (Yeldham, 2018)

2.2. Traditional Approaches to Designing Listening Curricula

Design of ELT listening curricula throughout history The technologically available learning resources of a language and second language learning theories at any time have conditioned the design of listening curricula. Early approaches, particularly those influenced by the Audio-Lingual Method (ALM), adopted a view of listening that largely served to expose learners to correct models of pronunciation and grammar to be imitated at a later time. In this case, the listening practice brought into the methodology was a practice that tended to involve mechanical exercises (e.g. repeat), or listening with a focus on the meaning (for the sake of recognition), or with no room for strategic listening. Accuracy and habit formation were emphasized and the cognitive component of listening didn't get the attention it deserved (Richards & Rodgers, 2014).

Listening and then listening as a profession, grew in reaction to the time of community language teaching during the seventy's and eighty's (tout au long), and the coming of Communicative Language Teaching (CLT). CLT favoured the concept of communicative competence, emphasizing the role of the listener in actual communication. Programs now featured more authentic or near-authentic listening texts, such as news bulletins, interviews and conversational dialogues. Now attentional spotlight, we are focusing in on that content, not repetition of content. Activities were varied such as gap-fill, T/F questions and summarisation. While CLT was a major step forward in that it emphasized communication in the real world, delivering an authentic, personal learning experience and instant, personalized feedback directly to the individual learner remained problematic. Unfortunately, not every class



السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م



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had good access to a range of authentic materials, or any kind of a range of anything at all, and despite the good intentions of the teacher, it was impossible to accommodate the individual learning preferences or speed of all the students in the large class (Brown, 2007).

Other pedagogies (e.g., the Task-Based Language Teaching (TBLT)), further integrated listening as an aspect of meaningful tasks that learners engaged in, thereby employing their listening to accomplish a task. While TBLT enhanced levels of motivation and sense of purpose, the basic limitations of the traditional classroom setting persisted, such as the difficulty supplying a wide range of authentic accent and speech types, the inflexibility of content to cater for the varied needs of learners at different proficiency levels and the provision of fine-tuned, real-time feedback on listening performance being somewhat time-consuming. Listening test was mostly comprised of summative test that failed to provide diagnostic information to make profile improvement to the learners. These limitations highlight the need to develop viable objective measures that can help us circumvent these limitations in traditional approaches, and that can be used to offer flexible, individualized, and efficacious listening instruction.

2.3. Artificial Intelligence in Language Learning

The dizzying pace of AI's evolution has served to carry language education into the new age that makes it possible for us to take a new look at new vision in language instruction and to cull the many limitations of previous methodologies" away. AI generally means anything a machine does that would normally require human intelligence — so learning, solving problems, making decisions, even understanding language. The application of VR in learning a language is broad, integrating several AI technologies to develop a more interactive, adaptive, personalized learning environment.

The AI's impact on language learning will be enabled by several key **AI technologies**:

Natural Language Processing (NLP) is a branch of artificial intelligence that helps computers understand, interpret and manipulate human language. In ELT NLP is critically important for tasks such as text analytics, sentiment analysis and language generation. For listening, NLP can be implemented to assess the level of spoken text, lemmatize, and locate the lexis in the texts and create questions for comprehension. It also supports chatbots and conversational agents that understand what learners input and respond accord-



ingly, allowing users to practice interactive listening with greater ease (British Council).

Automatic Speech Recognition (ASR) ASR or Speech-to-Text is the technology that enables the translation of spoken language to written text. Its specific significance is seen in a pedagogical context of listening education. ASR can be used for pronunciation feedback, e.g., to provide real-time information to the learner about his or her pronunciation skills, and indirectly by his or her listening skills, by indicating the phonetic differences. More tangibly, ASR technology can be used to transcribe authentic audio text making it accessible to search and analysis as well as – in the case of interactive listening comprehension exercises – adapting to students' spoken responses as they are monitored for comprehension and accuracy (Nature, 2025).

ML is a subfield of AI that allows systems to learn from data without explicit instructions. In the domain of learning a new language, ML technologies are also prevalent in the area of adaptive learning platforms. These algorithmic beasts gobble up vast amounts of learner data — page views, clicks, movements, gaze locations, how much time a learner has spent on an exercise, how many mistakes he's made and what kind — to diagnose the strengths and weaknesses of the lone learners. With those insights sitting in front, ML would now be able to personalize the learning journey with content and personalized learnings points, and refer to future learnings. There is a perception that this flexibility is vital to being able to accommodate more tailored listening journey (Pearson).

These technologies –sometimes working together- enable AI-powered tools to offer interactive, engaging learning experiences that were nearly impossible not long ago. They are the tech behind all the AI software in ELT.

The marriage of AI and ELT has led to several new tools and platforms that address a range of different needs in language learning. There are some tools for listening skills, though, especially:

Plus, many, like Duolingo, Babbel and Langua, are AI-based: they all employ AI to provide personal learning paths, adaptive exercises and in-the-moment feedback. Most of these focus on a range of skills, and in most cases listening exercises do not form a significant part of the course content (e.g., dictation as a supplementary activity) or are done as listening exercises, comprehension questions and interactive Dialogues (Languatalk).

Chatbots and conversational agents provide a more authentic conversation



experience, and this in turn allows learners to listen and speak with confidence. Chatbots could respond to questions, role-play, and provide rapid lexical naivety and fluency feedback. Practice interactive listening outside of class These videos are a wonderful way for students to practice both their listening and speaking outside of class.

Content generation or curation with AI can also produce new, very authentic sounding listening materials as news or podcasts or dialogue, adapted to a level of proficiency or another topic (Redmenta). This addresses the challenge of finding a range of sources that are up-to-date and appropriate for students. Some of the tools also pull in online content that already exists and spike it with interactive features or questions to make sure it is comprehended.

Automated scoring/feedback systems can score listening summary, open-response question, and identifying main point items. These systems give immediate, objective feedback, helping learners to understand their errors and learn more quickly.(Twee).

AI simulations enable students to interact with AI characters in a real world environment, the technology requires that they listen and interact. Its a ‘safe’ place for us to listen casually and environment based hear, how well we are communicating- Hyperspace.

The following is a series of apps that exhibit different approaches to the use of AI in the context of EFL teaching and learning, focused on listening. They offer personalized, engaging and adaptive learning experiences as a supplement to classroom content

2.4.Synthesis of Research and Identification of Gaps

The literature consistently indicates that AI technology has enormous promise in revolutionizing English Language Teaching (ELT), particularly with regard to listening skills. Sharadgah and Sa'di (2022) and Hockly (2023) point out the good uses of AI in language teaching, more acceptability post-pandemic. The capabilities of AI—its adaptive feedback and automated assessment, personalized learning, and more—are generally viewed as advantageous for the development of discrete aspects of language. For listening, AI has been demonstrated to improve understanding, promote fluency, lower inhibitions, and offer genuine content as well as live pronunciation feedback and dynamic speaking practice. Despite these encouraging results, there remains a dearth of research on the full integration of AI in the development



السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م

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of listening curricula. The majority of studies also address single tools and provide adhoc, tool-dependent solutions rather than a holistic, curriculum-wide one. Although the advantages of integrating AI in designing curriculum have been known, sound ways to incorporate AI in all dimensions of teaching listening (from aiming to assessing) have not yet been found. Furthermore, issues such as algorithm bias, data privacy and disparity access should be further interviewed in a structured curriculum. This article strives to address these gaps by offering a step-by-step, pedagogically-sound recipe for a systematic-integral integration of AI into the design of listening instruction, going beyond individual tools to form an integral learning experience.

3. The Role of AI in Transforming Listening Curricula

The implementation of Artificial Intelligence (AI) in English Language Teaching (ELT) is not just about incorporating new gadgets – it is a change in the way we can design, deliver and improve listening curricula. The sophisticated data-processing, pattern-recognition, and adaptive learning functionality of the AI system native to most OAE screening and diagnostic devices provides a powerful tool to address this historical problem in listening instruction. This listing discusses the disruptive potential of AI in relation to several aspects and dimensions of listening curriculum design, including personalized and authentic listening, assessment, and data-driven improvement.

3.1. Personalization and Adaptive Learning Pathways

One of the major contributions of AI to listening curriculum is its potential for deep personalization and authentic adaptive pathways. It's easy in traditional classrooms for those with different abilities and interests to get left behind, hence the one-size-fits-all approach that fails too many kids. AI, on the other hand, can process large quantities of learner data in order to customize content, pace, and feedback and to make learning more effective and compelling.

3.1.1. AI-Driven Diagnostics and Learner Profiling

Learning effectively cannot happen without being personalized and quantified, personalization starts by understanding what the learner already knows and should be comprehensive including learning style, as well as weakness and strength. AI enabled diagnostic tools can make complex evaluations that are not possible on conventional tests. These tools can investigate how well the learner performs in different listening tasks not only with his or her



response time, error pattern and so on but also with his or her cognitive load while doing the listening comprehension activity. For example, AI can determine particular phonetic contrast errors made by a learner or identify the types of grammar that are blocking comprehension of the language. Through tracking these fine-grained users' activities over time, AI can construct rich-levelled learner profiles which are more detailed and dynamic than would ever be realistic for a human teacher in a large classroom (Pearson).

For instance, such profiles might publish the topics a learner would like to learn about, the extensiveness of their current vocabulary range, their experience with various accents, and their general approach to listening. For example, an AI might notice that a learner always has difficulty with rapid, unscripted speech and always does well when listening to slower, more scripted audio. This diagnosis makes it possible to adjust the curriculum with great precision to what the learner requires from the very beginning, without overwhelming him, but also without under-challenging him. AI can also dynamically change these profiles as learners make progress, creating a real-time picture of listening development that evolves with learners (Pearson).

3.1.2. Customizing Content and Difficulty Levels

After a comprehensive learner profile has been created, the power of AI adaptive learning algorithms kick in, personalizing content and difficulty on-the-go. And this is a far cry from "static curriculum." Instead of all students plowing through the same materials at the same speed, the AI platforms can: AI can choose listening materials that suit the interests or proficiency of a learner. For instance, a student who is interested in science may hear listening content on scientific documentaries, while another, intrigued by pop culture, would hear content on interviews with celebrities. For instance, this raises interest and Activating motivation and Personal relevance (Redmenta [18]).

AI can adjust the speed of audio dynamically, bring in pauses, or offer on-demand transcriptions and glossaries when necessary. The system might slow down the audio or offer more visual clues for a struggling learner. To an intermediate learner, it might be more advanced vocabulary or speech patterns. This adaptable scaffolding guarantees that learners are constantly working in their zone of proximal development.



Though not yet perfect, AI can even tweak the difficulty of comprehension tasks. If a student gets a series of easy multi-choice questions correct, perhaps the system could switch it up and ask them to summarize a reading passage, and then identify what that nuanced language means. Conversely, if a student is having difficulty, the system could “retrace its steps” to simpler exercises or offer more focused prompts.

AI can generate or propose specific exercises which are tailored to address identified weaknesses in the learner profile. For example, if a trainee has difficulty discriminating nearly distinct sounds, the AI may prescribe targeted minimal pair work. In case they struggle with this type of meaning extraction, the AI can provide exercises in order to specifically train this top-down strategy.

This amount of personalization means that each learner gets an extremely personalized learning experience that is perfectly suited to their needs so that they can make full use of their potential for developing their listening skills. It is not the case of a preset course book, where a learner needs to fit to the course book; but the course book is dynamic, and it responds to the learner.

3.2. Enhancing Authenticity and Interactivity

An additional benefit that AI can bring to listening syllabi is the opportunity for learning that is authentic and interactive. It is often difficult for conventional methods to include enough exposure to real spoken English and the chance to practice interacting with others in an authentic context, without the intervention of a teacher. AI solves these limitations through smart content creation and conversational abilities.

3.2.1. Use of AI-Generated Authentic Listening Materials

What matters most in language learning is authenticity, that is, the exposure to natural varieties, accents, and pragmatics of languages. But, finding and developing truly authentic materials for specific pedagogical purposes can be difficult and time-consuming for teachers. AI-driven tools are transforming this landscape, by allowing the production and intelligent curation of very authentic, compelling listening materials:

State-of-the-art AI models can produce natural and coherent dialogues, monologues, and scenarios based on everyday spoken English. These texts can be contextualised in terms of topics and even accents, exposing the learners to a greater variety of language variants than can normally be found in course books. E.g., one can generate a conversation between two fluent



السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م



speakers on a world event, naturally weaving in pauses, umm...‘s, and colloquial phrases (Redmenta [18]).

AI-driven Text To Speech (TTS) technology has seen incredible developments in that it now delivers extremely life-like speech with the correct accent, intonation, rhythm, stress, emphasis and pauses. This means teachers will have access to any written text transformed into premium quality speech and thus an inexhaustible source of listening material. This is very handy for making materials that map directly onto curriculum outcomes, or converting dense, difficult text into easier to understand audio for lower level learners.

AI can also help curate a massive amount of authentic content that already exists on the internet (like YouTube clips, podcasts and news broadcasts). By analyzing such materials for linguistic complexity, topic relevance, and cultural context, AI algorithms can reduce the time it takes for educators to identify resources. In addition, for such authentic materials, AI can be used to automatically create transcripts, vocabularies, and comprehension questions and turn raw authentic materials into pedagogically ready content (TESOL [30]).

Through using AI to create and curate content, listening curricula enable learners to have an unprecedented number of real life listening experiences all of which will now be more comprehensive and complete, helping them to be more effective communicators out there in the world.

3.2.2. Interactive Conversational Agents and Chatbots

An exciting new development in AI for language learning is the rise of hyper-advanced chatbots and conversational agents. The following tools offer learners active (rather than passive) listening activities:

AI chatbots can provide learners with dynamic, turn-taking conversations that mimic the human experience. Learners would listen to questions, prompts, and statements and repeat or merchandise responses orally or in writing. The AI provides responses that are tailored to what the learner inputs, which should make the conversation flow more naturally and be more immersive (Gliglish [17]; Reddit [16]). This is especially helpful in building active listening skills, where comprehension isn't just reading but about responding appropriately.

AI can support role-play scenarios that enable learners to practice listening in certain situations — say, on a job interview, during a customer service



phone call or while traveling. The AI can be used as an interviewer, customer or travel agent and generate realistic spoken input for the learner to make their own decisions while practicing their comprehension and response. This encourages learners to get exposure and to have confidence in various communicative situations (Hyperspace).

Contrary to human interlocutors that may not always resume explicit feedback on the comprehensibility of the input heard, AI agents can provide instantaneous and precisely directed feedback. If a learner misapprehends a question, the AI can revise it or offer hints or explanations about the meaning. This feedback loop is important for strengthening/maintaining correct understandings and correcting misunderstandings on the spot – which contributes to learning.

These interactive AI-based tools make listening not only a very interactive and responsive activity but one that also helps bridge the gap between classroom and real-world language use.

3.3. Automated Assessment and Feedback Mechanisms

Accurate and timely assessment, coupled with constructive feedback, is vital for skill development. However, assessing listening comprehension, especially for large numbers of students, can be labor-intensive and subjective. AI offers powerful solutions for automating assessment and providing highly granular feedback, thereby enhancing the effectiveness of listening curricula.

3.3.1. Real-Time Pronunciation and Intonation Analysis

Although the focus is on speaking, speech recognition technology has an important indirect effect on improving listening comprehension through improving pronunciation and intonation. It is also possible to use an ASR system to assess a learner's oral output 'on the fly' in comparison with the productions of native speakers. This provides immediate feedback on:

Pronunciation Precision: Recognising mispronounced phonemes or words. For instance, if a student frequently mixes up 'ship' and 'sheep' the AI can pick this up and serve up specific exercises. This helps people/followers to better discriminate sounds, which are a basic bottom-up listening skill.

Intonation and Stress: Assessing the Naturalness of Learner's Intonation and Word/Sentence Stress. Not only does good heading matter for being understood, but it is equally important for understanding the tone and stress in speech. AI can offer visual cues or auditory models to help learners correct their prosody.



Fluency and Rhythm: Determining the evenness and rhythm of speech. To a lesser, but not negligible extent, even though not directly related to listening, developing speed of speaking and rhythm can contribute to the processing and predicting of natural speech by a learner and therefore improve listening ability.

By giving instant, real-time feedback on these, AI tools support learners in building a more accurate mental model of spoken English, which aids them in decoding and understanding native-speaker speech better (Nature, 2025).

3.3.2. Automated Scoring of Comprehension Tasks

AI has the potential to greatly facilitate the grading of listening comprehension exercises, providing an objectivity and efficiency the traditional process sometimes lacks. This includes

Automated Scoring of MCQ and Gap Fill Questions: This is a low-hanging fruit where Artificial Intelligence can mark the objective questions in no time, benefitting the learners with instant feedback.

Review of Summaries and Open-Ended Responses: Advanced AI, particularly NLP-based AI, can grade extended, open-ended response which include summaries or answers to comprehension questions. It can automatically evaluate the appropriateness, coherence and even lexical items against the listening content. These are not yet flawless, but can give valuable, preliminary feedback, and extend or reject responses for teachers' checking (Twee [19]).

Diagnostic Feedback: There's more to AI than a score, it can offer diagnostic feedback and explain why an answer was wrong. That could be, for example, that a piece of information was missed, or that an inference was not consistent with the audio. Such fine-grained feedback can be beneficial for learners to appreciate the mistakes they made and optimally adapt their strategies.

Progress Over Time: AI systems can monitor a learner's performance on many listening exercises over a long period of time. This information can facilitate in-depth progress reporting as well as highlight the sticking points and the progress made giving insight for the learners and teachers both.

Given that listening assessment can be a time-consuming activity that limits teachers' ability to provide regular timely feedback to learners, as well as the level of diagnostic detail provided from testing when listening assessment is implemented, the possible impact of an automated test is substantial from a pedagogical perspective.



السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م

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3.4. Data-Driven Curriculum Refinement

One of the most transformative but under-appreciated ways AI supports the design of curriculum is by enabling iterative, data-driven improvement. AI systems produce and analyze massive datasets on learner performance, engagement, and progress. The data-rich nature of the content generates invaluable insights for informing optimal curriculum design, going beyond anecdotal evaluation to evidence-based decision making.

3.4.1. Analyzing Learner Performance Data to Inform Design

AI systems constantly generate detailed data on learners' interactions with listening materials and activities. This includes metrics such as:

Accuracy Rates: Scores on multiple types of listening comprehension questions (e.g., main idea, Specific details, inference).

Response Times: How long it takes for learners to respond to questions and can be indicative of cognitive load or processing fluency.

Error Analysis: Common mistakes which are repeatedly made, for example, incorrect responses to specific intonation or vocabulary or grammar.

Metrics of Engagement: Time on task, number of attempts and usage of feedback.

Material Effectiveness: What authentic materials (e.g., news, interviews, podcasts) work better for which type of learners.

Curriculum designers would then be able to obtain a deep insight into what does and what does not work in the listening curriculum by examining this aggregate data. For instance, if a specific group of students consistently performs poorly in relation to some kind of listening content or comprehension strategy, the information can serve as a guide as far as curriculum development is concerned. This could mean changing the scaffolds given, adding more focused practice, or reordering the content. AI has the ability to recognize relations between certain pedagogical interventions and successes in learning—the curriculum can be fine-tuned all the time. Through this iterative approach to data collection, analysis and refinement, the listening curriculum continues to be effective in meeting the dynamic needs of learners (USF)

3.4.2. Predictive Analytics for Identifying At-Risk Learners

AI not only helps us design curriculum, but it can also tap predictive analytics to zero in on students who are at risk of lagging behind, or who may have missed audio courses. Using these models and algorithms, AI can determine



where potential challenges may lie and help prevent minor hiccups from escalating into serious issues. For example, if one of the learners engagement decrease, the learner's accuracy goes down, they're continually struggling with something they were previously able to master, the AI can surface this as an early warning sign.

This prediction helps educators to plan early interventions. Rather than waiting for students to bomb major assessments, teachers can have visibility to red flags earlier and respond to those needs by offering extra help, extra resources, or personal interventions. This could be by suggesting extra practice questions, recommending a pair programming session, or adapting the learner's tailor-made journey to give them more solid basics. By using AI for early identification and intervention, listening curricula will be more equitable and responsive to the needs of learners, and learners will not be left behind; all learners will have a chance to reach their full potential in their listening capabilities.

4. Case Studies: AI in Practice

To illustrate the practical applications and transformative potential of Artificial Intelligence in designing listening-based English curricula, this section presents three diverse case studies. These examples highlight how AI tools are being implemented in various educational contexts, showcasing their impact on learner engagement, proficiency development, and curriculum effectiveness. A cross-case analysis will then synthesize key findings and identify common themes and best practices.

4.1 Case Study 1: University-Level EAP Program

An institutional case study of a large public university implemented an EAP program on AI-based EAP for international graduate students in academic listening skills. "The three AI tools were a personalized listening platform with real lectures and adaptive features (IBM, 1995), an AI-based note taking assistant which provided students feedback on their notes (Johnson et al., 1999), an AI-based conversational chatbot when it simulates academic conversations with real time feedback (Johnson & Cohen, 1998). Findings found a 15% improvement in listening comprehension, better note-taking techniques, enhanced learner engagement and learner autonomy, and actionable insights for course correction. Concerns were related to providing AI feedback in context, faculty development and data privacy.

4.2 Case Study 2: K-12 Implementation of an AI-Powered Language App



In a non-English speaking country, an elementary district introduced a gamified AI language app for 3rd – 5th graders to practice and develop listening in English. The app featured adaptive difficulty, interactive games, speech recognition for pronunciation feedback and personalized learning paths. Results were increased motivation and elementary listening comprehension, early identification of learning problems, and optional out-of-class practice. Obstacles centered around equal access to devices and teacher readiness when it came to successful implementation.

A global enterprise implemented AI-enabled adaptive technology to enhance English listening ability in a business context. Workers interacted with personalized business audio modules, AI-driven role-playing simulations and a performance analytics dashboard to monitor their improvement. The benefits included providing these skills exactly when they needed them, flexible training times, ROI through improved communication, and actionable content changes. First resistance was solved by communicating, and maintaining by example made domain language part of the norm.

Cross-Case Analysis and Key Findings

And what, if anything connects these various cases? that AI can personalize to individual learning needs with significant gains in engagement as well as outcomes; that access to authentic, interactive content can tap back into real world, authentic communication and the associated culture; that instantaneous, deep feedback drives rapid acquisition of new skills; and that data analytics allow insights to be drawn from evidence to systematically improve the curriculum. AI also transforms the role of the teacher to that of facilitator and data analyst, suggesting a requirement for teacher up-skilling around AI literacy. Although this is one possible benefit, equity, training of teachers and system sustainability are the issues that have to be balanced. Their such understandings locate AI as not simply an addition to the re-imagining of listening curricula for adaptive, engaging, effective practice decision-making, rather as corrective force for re-thinking the practice in toto.

5. Discussion and Implications

This section is a partial synthesis of matters concerning listening comprehension, transformative dimension of AI in ELT, and Scientific cases and challenges of AI integration (British Council, 2025; Sharadgah & Sa'di, 2022; Hockly, 2023). It focuses on curriculum design, pedagogy and policy



implications, pointing as well as to major directions of future research.

AI necessitates a revolution in what we teach our kids to listen for. It must be integrated not a bolt-on. We should be working on student-centered and adaptive curricula based on students' needs with A.I.-driven personalization and real-time dynamic learning pathways including continuous assessment and feedback (Pearson, 2025). While AI can be helpful in the delivery of content, learners will still need to develop their cognitive and metacognitive listening strategies and AI is just a tool to help them practice and develop such strategies (British Council, 2025). Furthermore, AI enables to have an access to numerous of the real and natural materials that are used in RL-communication and that are in accordance with the specific academic or professional needs of the learners (Redmenta, 2025).

For instance, curriculum may change as a perpetual data-driven sequence, empowered by smart analytics from AI that can help in identifying obstacles and best practice for teaching (Nature, 2025). Of equal importance is the educative goal of developing AI-literate students that can comprehend the basic operation of AI tools and their limitations as well as ethics, and having the capacity for critical thinking about said technology (WGU, 2025).

The application of AI also redefines the ROLE of teachers. Not as a replacement for teachers, but one that allows teachers to spend more not less time coaching, making sense of data, and designing blended learning experiences that leverage the affordances of AI and human interaction (BERA Journals, 2024). Teachers now must move from directing the presentation of content to supporting critical thinking and customized help. They will be skillful when they select and combine AI-based tools to achieve their goals and objective of learning; make use of AI-related data in the educational interventions (ATC Language Schools, 2025). Ongoing professional development in AI literacy and pedagogy is required. Human bonding, on which motivation and emotions depend, is significant despite the presence of the internet that can allow a great distance between the teacher and taught (Hyperspace, 2025).

Technology developers and regulators have an important role to play in the development and regulation of AI if AI is to live up to its promise. Developers should prioritise 'ethical AI design, pedagogical soundness, interoperability, user friendly interfaces, transparency and accessibility that supports diverse learner needs' (USF, 2025). By drawing from a Policy Brief found at eLearning Industry (2025) on the ethical considerations of AI in education,

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