

Artificial Intelligence Applications Influences on Learning English Language to Iraqi Secondary Schools Students; Descriptive Study

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Abstract:

After the revolution of technology and artificial intelligence in all fields, this study aims at investigating the influences of using artificial intelligence applications on learning English language in Iraqi secondary schools. The population is all English language students in Iraqi secondary schools in Baghdad in The General Directorate of Education/ Al- Rusafa 2nd. This study has used a descriptive approach, a questionnaire has been used as an instrument to collect data. A sample of 200 students has been chosen randomly. The primary objectives of this study are; to evaluate the effectiveness of AI tools in enhancing English language skills; to assess students' attitudes towards the use of AI in the English language classroom ,and to explore the challenges and benefits associated with AI applications in English language. The results have been shown that Iraqi secondary students have been effected by using AI applications inspite of their probable risk and indicated a positive impact of the use of AI tools and improvement in students' listening, speaking more than reading, and writing skills. The study has provided some suggestions and recommendations to increase the use of artificial intelligence to keep pace with global development.

Keywords: Artificial Intelligence, learning English Language, Secondary Schools students.

1-Introduction

Education is essential for all human beings and learning English language is vital and becomes inevitable for all people. Besides the artificial intelligence outcrop in the world in every domain and the development of computer systems have the ability of performing tasks that generally requested human intelligence. AI has the authority to involve in a wide diversity of technologies, excluding machine learning, natural language processing and deep learning. As a result AI should enter the educational field . learning English language is very difficult without teachers , AI applications have appeared to support learning languages in general and in English language learning specifically. This study has been appeared to fill

in this gap in Iraqi secondary schools in Baghdad. This study has aimed at investigating the influences of using artificial intelligence applications in enhancing learning of the four skills (listening , speaking ,reading . writing) of English language. Three research questions have been asked:

1-To what extent do AI Applications support the improvement of listening and speaking?

2-To what extent do AI Applications support the improvement of reading and writing?

3-To what extent do AI Applications enhance learning English language?

2-1-Artificial intelligence

Artificial intelligence has been defined as a branch of computer science that aims to create systems and programs capable of simulating the mental capabilities of humans. This includes the ability to learn from data, solve problems, understand natural language, recognize patterns, and make decisions. Artificial intelligence varies between weak artificial intelligence which is used in specific systems to perform specific tasks, such as personal assistants (such as Siri and Alexa), and machine translation applications. Strong artificial intelligence is a theoretical concept that refers to systems capable of performing any intellectual task that a human can perform, but this type of artificial intelligence has not yet been developed. Artificial intelligence techniques have included machine learning, artificial neural networks, and deep learning, which have enabled machines to learn from past experiences and have improved their performance over time (Russell and Norvig, 2009).

Also, Artificial Intelligence has denoted to the replication of human intelligence processes by technologies, especially computer systems. These processes have included learning (the acquisition of information and rules for using the information), reasoning (by rules to reach approximate or definite conclusions), and self-correction. The generally quoted definition has come from the father of Artificial intelligence, defined it as "the science and engineering of making intelligent machines". Another noticeable definition has been submitted by Stuart Russell and Peter Norvig (2009) have defined it as "the study of agents that receive precepts from the environment and perform actions."

Artificial intelligence (AI) is the trend theory of development of computer systems have the ability of performing tasks that historically requested human intelligence, for instance being aware of speech, identifying patterns , and making decisions(Nilsson, 1998). AI is an umbrella term that involves a wide diversity of technologies, excluding machine learning, natural language

processing and deep learning. Even though the term is commonly used to describe a range of different technologies in use today, many disagree on whether these actually constitute artificial intelligence. Instead, some argue that much of the technology used in the real world today essentially constitutes vastly advanced machine learning that is merely a first place towards real artificial intelligence, or “general artificial intelligence”. Thus far, despite many philosophical disagreements over whether intelligent machines actually exist, when most people use the word AI today, they are referring to a suite of machine learning-powered technologies, such as Chat GPT or computer vision, which enable machines to perform tasks that earlier only humans can do like answering any question, generating written content, even steering a car or a plane, or making assessment and analyzing them or any data. AI is the trend of this era (Russell and Norvig, 2009). AI is a branch of science or science that involves a lot of branches that simulate human intelligence.

2-2 Types of Artificial Intelligence

Muller (2020) has mentioned that AI types can be classified according to capabilities and level of development into four main types:

1. Reactive AI: It is the type that reacts with the surrounding environment according to the inputs, but it does not have ability to remember or learn. It is good in doing specific tasks but it cannot with modern experience such as video games .

2. Limited Memory: AI has a limited ability to store historical data and use it to improve its decisions. It is used in applications that require learning from past experiences, such as self-driving cars that learn from past traffic movements to improve their performance.

3. Theory of Mind: AI is still in the research and development stage. It aims to be able to understand human emotions, intentions, and beliefs, allowing it to interact more complexly and provide responses tailored to users' social and emotional context (Bostrom, 2014).

4. Self-aware: AI is the most developed and most complex theoretical. It will have self-awareness, and will be able to think, understand, and make decisions similarly as humans. However, this type is still in the theoretical stage and has not yet been developed. These classifications show how artificial intelligence is evolving from simple systems that perform specific tasks to more complex systems that more closely mimic human intelligence.

2-3 Artificial Intelligence Applications and Software Differences

There is a confusion between software program and artificial intelligence but each of them differs from the other. The differences are based on several factors, the goals, the uses, the functions, and the technologies used. These are simple clarifications of these differences (Georgiou, and etal.,2025):

1- Purpose and uses differences: AI-based application is first consumer-oriented and is used on phones or tablets, such as Duolingo for learning languages, and Google Translate for translation. While AI-based software can be business-oriented, and often runs on computers or in networks. It is used in a varied range of applications such as automation, or data analysis, and software development, such as MATLAB, which is used for engineering and scientific analysis.

2-Artificial Intelligence Application frequently depends on simple user aims to provide direct and an easy user skill. It depends on machine learning algorithms to convey personalized experiences or to provide immediate responses and analyze inputs, such as translation or learning applications. Whereas software is every so often more complex and use a wider choice of artificial intelligence practices such as, natural language processing, or neural networks and machine learning.

3.Artificial Intelligence Applications have a tendency to be directed and have precise functions. For instance, Grammarly emphasizes on improving writing and proofreading, whereas Siri or Alexa. In other hand, Software is regularly multi-purpose and may be tailored to meet particular needs. Such as, IBM Watson is used in healthcare to analyze health data.

4. In the aspect of flexibility and development, Application is usually designed for quick and straightforward use with periodic updates to improve functionality and performance. While Software can be more flexible and offer extensive customization capabilities. The software development process can be more complex and long (Georgiou, and etal.,2025)

To conclude the main difference between AI-driven application and software lies in scope and functionality. Applications are usually geared for everyday use or to solve specific problems in a simple, user-friendly way, while software is often more complex and powerful and used in a wider range of scenarios with advanced customization capabilities.

2-4 Artificial Intelligence Significant Importance in Education Field

AI has led to extraordinary shifts in how students learn and how educational content is delivered. There are some of the main influences:

1-Personalized Learning: AI can personalize the learning experience for each student based on their abilities and needs. AI-based systems use data about student performance to deliver personalized lessons, helping enhance understanding and providing support in areas where a student needs improvement (Baker, 2019).

2-Adaptive Learning: AI-powered adaptive learning systems can dynamically adjust the difficulty and pace of instruction based on student performance, maximizing learning efficiency (Koedinger & Corbett, 2006).

3-Educational Data Analytics: AI helps educational institutions analyze large amounts of data to identify patterns and trends. These analyzes can be used to improve curricula, teaching methods, and provide enhanced learning experiences (Siemens & Gasevic, 2012).

4- Smart Assessment: AI helps in developing intelligent assessment tools that can grade tests and provide instant feedback to students. These tools can also track students' progress over time and analyze performance to provide detailed reports that help teachers understand students' strengths and weaknesses (Graham et al., 2019).

5-Virtual Assistants: The use of AI-based personal assistants such as ChatGPT in education is becoming popular. These tools provide immediate support to students by answering questions, providing explanations, and helping to solve problems independently (Wang, 2024).

6- Machine Learning and Predictive Analytics: AI can be used to predict future student performance based on current data. Teachers can use these expectations to provide early support to students who may need additional help. There are many global experiences in using artificial intelligence in education such as:-

1-ALEKS is an educational system used in California in 1994 that uses AI to deliver personalized mathematics lessons based on the student's current understanding.

2-Squirrel AI is an adaptive learning system used in China to analyze students' performance and suggest appropriate lessons for them.

3-Coursera and EdX global platforms established in 2012 in America that use artificial intelligence to educational training and certifications and provide real-time feedback to students and analyze learning data to improve the user experience.

2-5 Artificial Intelligence General Challenges

In general, artificial intelligence holds great potential to improve education, but its success depends on how it is applied in ways that enhance learning without harming the human elements of the educational process. However, there are challenges facing the application of AI in education, such as:-

1. The need to maintain privacy,
2. Prevent biases in educational systems,
3. Ensure that AI is an aid to teachers and not a substitute for them.
4. The lack of technologies essential for implementing the transformative powers that AI can bring to the field of education.
5. Problems of unavailability of modern electrical equipment,
6. inadequacy of information technology hardware,
7. unavailability of consistent internet,
8. high, data costs,
9. lack of skills are the critical challenges that limit the appearance of AI power in education.
10. Lack of trained educators, teachers may have high teaching potential,
11. Integrating AI technologies is a new trend,
12. The lack of trained teachers with skills in these technologies, and
13. Lack of security and safety which is very essential (Georgiou,etal.,2025).

To do away with this major AI challenges, educators must engage themselves in learning AI digital skills and integrate them into their teaching pedagogy. Educational institutions must ensure investing in innovative management skills to effectively manage their human resources and AI technology integration.

2-6 Artificial Intelligence Methods to English Learning

AI offers a wide range of tools that help in learning and teaching English more effectively and personally. AI technologies continue to develop, continuous improvements can be expected in this field, making language learning easier and more effective.

Here are some methods AI is being used to attain this:

1. Personalized Learning: Artificial intelligence is based on analyzing the student's level of English and providing personalized lessons and activities according to his level. This customization allows students to learn at their own pace and focus on the skills they need to improve, such as grammar, vocabulary, or pronunciation.
2. Text and Speech Analysis: AI applications provide tools for speech analysis, which analyze and correct the user's voice in real time. This helps

learners improve their speaking and pronunciation skills effectively. These tools can also analyze written texts to provide improvement suggestions for grammar and word choice.

3. Interactive Conversations: Students can use AI-powered applications like ChatGPT to have interactive conversations in English. These conversations provide students with an opportunity to practice the language naturally and spontaneously, correcting errors and making suggestions to improve the dialogue.

4. Educational Games and Apps: Many AI-powered apps provide educational games that are designed to stimulate learning through interaction and fun. These games help enhance vocabulary, improve grammar, and develop listening and reading skills in an interactive manner.

5. Machine Translation and Learning Through Translation: Machine translation tools like Google Translate and similar apps provide instant translations that can help learners understand complex texts and improve their translation skills, enhancing their English language learning.

6. Grammar and Vocabulary Review: AI-powered tools like Grammarly provide accurate reviews of written English texts, with suggestions for improving grammar and choosing the right words. These tools help learners avoid common mistakes and improve their writing.

7. Virtual Classrooms and AI Tutors: Virtual classrooms powered by artificial intelligence systems allow students to join lessons at any time and from anywhere. Robotic teachers can guide students, deliver lessons, and answer questions automatically, providing an interactive learning

2-7 Artificial Intelligence applications and programs

There are several applications and programs based on artificial intelligence that are considered excellent for a scientific experiment in teaching English language, and each of them has its own advantages. Here are some prominent applications that can be used :

1. Duolingo:- It is one of the most popular language learning applications and uses artificial intelligence to customize lessons based on the user's performance. It offers interactive content with gaming elements to make learning fun. It provides detailed reports on learner progress, making it easy to collect and analyze data.

2. Grammarly:- It helps improve writing skills by providing instant corrections to English-language texts, with suggestions on grammar, style, and vocabulary. It provides analytical reports on the quality of errors, which helps in evaluating the development of students' skills.

3. Rosetta Stone:- It uses artificial intelligence to analyze and correct users' pronunciation, with a focus on improving speaking and listening skills. The program relies on immersion in the language without translation, which enhances the learner's ability to think in the target language. It focused on pronunciation and listening, and is ideal for measuring improvement in phonological skills.

4. Busuu:- It offers personalized lessons based on the user's level and uses artificial intelligence to analyze the learner's progress. It also includes interactions with native speakers, adding a social dimension to language learning.

5. Babbel:- It offers interactive lessons with an emphasis on dialogue and the use of language in real situations. It uses artificial intelligence to personalize content based on the user's needs. It provides direct measures of improvement in the use of practical language.

6. Google Translation:- It is one of the first and best applications that has been used for a long time to help in translation from any language to another and especially English language learners.

7. ChatGPT :- It support English language learners in various aspects and stages of their learning process. It can generate meaningful language inputs and can facilitate the processing of such inputs. It can also support learners by providing various forms of scaffoldings. Moreover, it can also help L2 learner enhances the quality of the output in terms of meaning, language, and structure by providing relevant feedback on the output' content, organization, and language and grammatical accuracy. Lastly, it can also support L2 learner's fluency development by providing many opportunities to practice using the language in structured or self-directed ways (UNESCO,2023).

2-8 Artificial Intelligence Difficulties

The use of artificial intelligence(AI) in teaching English to secondary school students can face several difficulties and challenges. These challenges relate to technology. Here are some of the main difficulties:

1. Difference in students' level: Students at the secondary level have different levels of language proficiency. It can be difficult for AI tools to convert content to efficiently encounter the needs of all students.

2. Lack of human interaction: It is important in language learning, as teachers help stimulate students and enhancement their confidence. AI may lack these emotional capabilities and natural human interaction.

3. Resistance to change and rejection: Some students and teachers may be resistant to change, as they may feel uncomfortable or unconfident in using modern technology in education.

4. Technical and privacy issues: Educational institutions may face technical problems such as poor internet connectivity, software problems, or lack of appropriate hardware. In addition, there are concerns about data privacy and use..

5. Quality and reliability: Not all AI tools deliver high-quality learning. Some tools may contain grammar or pronunciation errors, which can lead to incorrect teaching.

6. Lack of linguistic and cultural support: Some AI tools may not be able to understand the tones of the English language or culture, which may lead to misunderstanding or incorrect application in certain situations.

7. Costs and availability: Good AI applications and software can be expensive, making them not available to all schools and students(UNESCO,2022).

2-9 Artificial Intelligence Difficulties Overcoming

To overcome the difficulties facing the use of artificial intelligence in teaching English to secondary school students, a set of strategies and practices can be followed that contribute to improving the effectiveness of these tools and techniques, and overcoming the challenges associated with them(Ivchyk,2024):

1. Customizing education and taking into account differences in levels by using advanced tools that can analyze students' performance individually and provide educational content appropriate to their linguistic level. Duolingo or Babbel can offer personalized lessons, but with teacher supervision to make sure each student's individual needs are met.

2. Integrating artificial intelligence with human interaction by using artificial intelligence as a supportive tool within the classroom, enhancing interaction between students and teachers rather than replacing them. Teachers can use software like Grammarly to improve students' writing skills.

3. Training and awareness by providing training programs for teachers and students on how to use artificial intelligence tools effectively. These programs should include the benefits of artificial intelligence and how to integrate it into teaching by organizing periodic workshops in schools to enable teachers to take full advantage of available technology.

4. Improving technical infrastructure by securing a strong infrastructure that supports the use of technology in education, including access to high-speed Internet, and modern computers or tablets.

5. Ensuring the quality of the content provided by choosing tools and applications known for their quality and accuracy, and conduct regular evaluations of the content provided to ensure its alignment with the

curriculum. Teachers and educational supervisors can conduct periodic reviews of the tools used, and ensure that they meet the required educational standards.

6. Promoting cultural and linguistic awareness by incorporating human expertise into the development and testing of artificial intelligence tools to ensure their ability to deal with cultural and linguistic differences.

7. Cost management and access to financing by Looking for open source solutions or collaborate with technology companies for free educational tools. Student can take advantage of scholarships or government support programs to finance the obtaining of necessary technologies.

8. Involving the educational community by strengthening communication between all members of the educational community including students, teachers, administrators, and parents to ensure comprehensive support for the AI integration process by establishing school working group that include them and technology experts to monitor the application in education and make sure the achievement of the desired goals(Siemens and Gasevic,2012).

Through good planning, continuous training, and choosing the appropriate tools, the difficulties facing the use of artificial intelligence in learning English to secondary school students can be overcome.

2-10 Previous studies

Du, J. (2024) indicated that AI powered Chatbots for English language showed a great improvement in speaking engagement and raise learner confidence. While Wang, S. (2024) presented a logical literature analysis in education that included language-learning studies; discussed adaptive teaching, automatic feedback, and ethical/assessment concerns. Whereas Annamalai, (2023) revealed Chatbots for English language learning in higher education with mixed-methods study with Malaysian university students using Chatbots for speaking practice. It Reported positive student attitudes, increased speaking opportunity and raise confidence; as well notes restrictions in Chabot linguistic accuracy and teacher misunderstanding needs. Georgiou et al (2025) made a survey of EFL teachers who display growing use of AI for pronunciation and formative feedback, but diversified confidence and concerns about accuracy, and assessment validity. All these studies showed the importance of AI use in education as it had been revealed in this study.

3. Methodology

3-1 Research Design:

This study adopts a descriptive survey design, using a questionnaire to gather data from a sample of 200 secondary school students in Baghdad in Iraq.

3-2 Sample Selection:

The sample consists of 200 participants of students from various secondary schools in Iraq/ Baghdad/ The General Directorate of Education/ Al- Rusafa 2nd. The participants have been selected using a simple random sampling method, ensuring a diverse representation of English proficiency levels.

3-3 Instrument:

The data were collected using a adapted questionnaire which is that consisted of 25 items, which were divided into five sections as in table (1)

Table 1 The items of the questionnaire

Skills	Items
Listening Skills	(6 items)
Speaking Skills	(6 items)
Reading Skills	(6 items)
Writing Skills	(6 items)
General Influence of AI	(1 item)

The questionnaire has used a Likert-type scale (1 = Strongly Disagree to 5 = Strongly Agree) to assess participants' opinions about AI applications and tools' influences in enhancing the English language four skills.

Two types of validity are considered in the present study: -

1-Face validity: The jury members have showed approval to the description of the items in their dimensions. But they have advised to add (5) items, one item to listening two to reading and one to writing and add general influence item to be in final version as in table 2

2-Construct validity: To find it out , the correlation between the score of each item with the total score of the questionnaire has been estimated by using Pearson Correlation Coefficient formula. It has been found that all the correlation coefficients are statistically significant as compared with the critical value (0.361) at 0.05 level of significance and under 28 degree of freedom.

Two methods have been used to estimate the reliability of the observation checklist.

1-Test -retest

The questionnaire has been directed to a sample of 30 students taken randomly from the General Directorate of Education / Al -Rusafa 2nd. After

two weeks, the same questionnaire has been directed on the same sample. To find the reliability, Pearson correlation formula has been used. It is found to be (0.80).

2. Inter- Rater Method

The reliability of this type has been established by finding out the correlation between the scores given by the researcher and another scorer (a supervisor from the General Directorate of Education / Al -Rusafa 2nd), who is trained on scoring and the reliability coefficient is found to be (0.82).

3-Data Analysis:

The data were analyzed using descriptive statistics, including the calculation of mean scores and standard deviations for each item. The analysis aimed to assess the participants' overall perceptions of AI's role in improving the four language skills as in table(2):

Table (2) The data collected from the 200 respondents were analyzed as follows:

Items	Strongly disagree	disagree	neutral	agree	Strongly agree	Mean score	S.D
Listening							
1-It helps students improve listening comprehension	4	10	36	100	50	3.91	0.90
2-It makes listening practice more engaging	2	12	40	90	56	3.93	0.90
3-It increases the ability to understand native speakers	6	14	30	96	54	3.89	0.98
4-It provide personalized listening exercise suited students levels	4	8	42	92	54	3.88	0.99
5-AI generated conversations helps in building confidence	4	10	36	100	50	3.91	0.90
6- AI feedback improves the listening accuracy over time	8	12	38	92	50	3.89	1.01
Speaking							
1- It improves English pronunciation	6	8	38	100	48	3.91	0.90
2- It provides opportunities to practice speaking in conversational Chatbots	4	16	36	90	54	3.87	0.95
3- It encourages to practice speaking without fear of making mistakes	4	10	34	102	50	3.90	0.92

4- It improves fluency in English conversations	2	12	40	98	48	3.89	0.97
5- AI-feedback helps reduce errors in spoken English	4	10	36	94	56	3.89	0.96
6- It increases oral confident communication	6	12	38	96	48	3.88	0.99
Reading							
1- AI platforms make reading easier and interactive	8	10	32	100	50	3.90	0.92
2- It provides helpful translation to understand new vocabulary	8	14	34	96	48	3.89	0.95
3- It adapts materials to my proficiency level	6	10	36	100	48	3.88	0.97
4- AI-supported resources improves my reading comprehension	6	12	36	94	52	3.88	0.96
5- It highlights and explains difficult grammar and structure	6	10	32	102	50	3.90	0.91
6-It motivates me to read more	6	14	40	96	44	3.88	0.96
Writing							
1-It helps in correcting grammar and spelling errors	6	12	38	96	48	3.84	0.96
2-It improves the structure of writing	4	14	40	90	52	3.86	0.95
3- It enhances the ability of writing academic essays	6	16	38	92	48	3.85	1.02
4- It stimulates students to practice writing more effectively	8	12	34	96	50	3.88	1.02
5-AI feedback improves vocabulary in writing	6	12	38	100	44	3.88	0.94
6-It helps to write more coherently and accurately	8	16	36	94	46	3.86	0.95
AI Influence							
1-It has positive influence on English learning	2	6	32	110	50	4.01	0.79

The results have answered the research questions which have been shown a great extent of influences to AI applications and programs to students improvement in listening which has indicted Mean scores are (3.93,3.91,3.89 ,3.88) and the standard deviation is between (1.01- 0.90). While speaking Mean scores are(3.91,3.90,3.89,3.88,3.87) and the standard deviation is between(0.99-0.90). Whereas reading the Mean scores are (3.90, 3.90,3.89,3.88) and the standard deviation is between (0.97- 0.91) and the Mean scores for writing are (3.88, 3.86, 3.86, 3.85) and the standard

deviation is between (1.02- 0.94). In addition AI has positive influences on English language learning in general as it indicted on the Mean score which is (4.01) and the standard deviation is (0.79).The results have been proved that the AI influences is high in listening skill then speaking then reading and writing is in the final rank.

Generally, The results have showed that students highly agree that AI applications or tools improve the English language learning the four skills especially listening and speaking more than reading and writing.

4. Results and Discussion

As it clears from table (2) that the mean scores for listening skill-related items range from (3.88 to 3.91) which indicates strong agreement that AI applications enhance listening skill. In addition to the items related to speaking show a similar inclination, with a mean score of 3.88 to 3.91 signifying that AI applications promote speaking proficiency. Whereas, both Reading skill and Writing skill have shown strong mean scores of 3.88 to 3.90, respectively, indicating that AI has positive impact on students participation in superior reading and writing tasks. While General Influence of AI is the highest mean score of 4.01 which indicates that AI applications and tools have been viewed highly beneficial role in the whole English learning process. The data has been showed that the second item in listening (AI makes listening practice more engaging is in high rank and the first item in speaking (AI improves English pronunciation) is in high rank while in reading two items come in the same rank (AI platforms make reading easier and interactive and AI highlights and explains difficult grammar and structure). Two items have taken the high rank in writing (AI stimulates students to practice writing more effectively ,and AI feedback improves vocabulary in writing). The findings suggest that AI applications have a significant positive impact on English language learning among secondary school students in general and in listening and speaking more than reading and writing. The data indicate that AI tools effectively enhance students' abilities in listening, speaking, reading, and writing. The higher mean scores for listening and speaking skills demonstrate that students feel more confident and motivated when using AI-based tools. Additionally, AI tools were found to provide instant feedback, which is critical for improving pronunciation grammar,vocabulary and spelling.

These results came close with Du, J. (2024) which indicated that AI powered Chatbots for English language showed a great improvement in speaking engagement and Annamalai (2023) which exposed Chatbots for English language learning with Malaysian university students using Chatbots

for speaking practice. It Reported positive student attitudes, increased speaking opportunity and raise confidence. While Georgiou et al (2025) made a survey of EFL teachers who display growing use of AI for pronunciation and formative feedback, but the sample is not students.

One notable observation is that AI tools are particularly beneficial for students who may not have access to native English-speaking environments. These tools offer a chance for immersive language practice, thus bridging the gap between classroom learning and real-world application.

5. Conclusion and Recommendations

This study confirms that Artificial Intelligence applications play a crucial role in improving English language skills among secondary school students in Iraq. Based on the findings, AI helps learner make translation to any language easier, generate vital essay, improve listening ,engaging in active conversations, correct mistakes immediately, and provide opportunity to practice speaking with native speakers in applications. In spite of all the importance of AI applications but it should be under the supervision of parents especially for teenagers and learners cannot ignore the role of the teacher. AI cannot take or replace teacher role which. This study recommended the following:

1. All learners should integrate AI tools into their learning practices to enhance their language skills, particularly in listening, speaking and communication because English is global language.
2. Teachers themselves should integrate AI applications and tools in their daily lessons and assessment. They also should train themselves and join the courses online or offline that offered training on AI.
3. Educational institutions and departments of training must provide adequate training for teachers to effectively how to use AI tools in the classroom.
4. Further research should explore the long-term effects of AI on language learning and the potential barriers to its widespread adoption in Iraq
5. Further studies might examine the challenges faced by teachers in using AI tools and the prospective for AI to supply to diverse learning needs.

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تأثيرات تطبيقات الذكاء الاصطناعي على تعلم اللغة الانكليزية لدى طلاب المرحلة الثانوية العراقيين / دراسة وصفية

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مستخلص البحث:

بعد الثورة التكنولوجية والذكاء الاصطناعي في كل المجالات، تهدف هذه الدراسة إلى دراسة تأثيرات استخدام تطبيقات الذكاء الاصطناعي على تعلم اللغة الإنجليزية في المدارس الثانوية العراقية. يتكون مجتمع الدراسة من جميع طلاب المدارس الثانوية العراقية في بغداد/ المديرية العامة للتربية/ الرصافة الثانية. استخدمت هذه الدراسة المنهج الوصفي، واستخدمت الاستبانة كأداة لجمع البيانات. تم اختيار عينة عشوائية من 200 طالبًا. الأهداف الأساسية لهذه الدراسة هي؛ تقييم فعالية أدوات الذكاء الاصطناعي في تعزيز مهارات اللغة الإنجليزية؛ وتقييم مواقف الطلاب تجاه استخدام الذكاء الاصطناعي في فصول اللغة الإنجليزية، واستكشاف التحديات والفوائد المرتبطة بتطبيقات الذكاء الاصطناعي في تدريس اللغة. أظهرت النتائج تأثير طلاب المرحلة الثانوية العراقية باستخدام تطبيقات الذكاء الاصطناعي على الرغم من مخاطرها المحتملة، وأشارت أيضا إلى تأثير إيجابي لاستخدام أدوات الذكاء الاصطناعي في تحسين مهارات الاستماع والتحدث أكثر من القراءة والكتابة لدى الطلاب. قدمت الدراسة بعض الاقتراحات والتوصيات لزيادة استخدام الذكاء الاصطناعي لمواكبة التطور العالمي.

الكلمات المفتاحية: الذكاء الاصطناعي - تعلم اللغة الانكليزية – طلاب المرحلة الثانوية.