

The Role Artificial Intelligence in Teaching English from the Perspective of Secondary school English Teachers

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Abstract :

This study aimed to identify the role of artificial intelligence(AI) in teaching English from the perspective of secondary school English teachers. The study used the descriptive analytical method, and to obtain data for the field study, a questionnaire was designed that included (35) statements and was distributed to a group of (50) male and female secondary school English teachers who were randomly selected. The study concluded that there is a role for artificial intelligence in improving and teaching English at the secondary level, and the study recommended the necessity of employing and intensifying artificial intelligence techniques in teaching English in order to develop and improve the quality of English language teaching.

Keywords: Artificial Intelligence, English Language Teaching, Preparatory Stage.

دور الذكاء الاصطناعي في تعلم اللغة الانكليزية من وجه نظر مدرسي المرحلة الثانوية

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مستخلص:

هدفت هذه الدراسة الى التعرف في دور الذكاء الاصطناعي في تعليم اللغة الانكليزية من وجه نظر مدرسي مادة اللغة الانكليزية المرحلة الثانوية وقد استخدمت الدراسة المنهج الوصفي التحليلي، وللحصول على بيانات الدراسة الميدانية تم تصميم استبانة تضمنت (35) عبارة وتم توزيعها على مجموعة من مدرسي اللغة الانكليزية البالغ عددهم (50) مدرس (ذكور وأنات) بالمرحلة الثانوية تم اختيار بصورة عشوائية وقد توصلت الدراسة الى انه يوجد دور الذكاء الاصطناعي في تحسين وتعليم اللغة الانكليزية بالمرحلة الثانوية وقد اوصت الدراسة بضرورة توظيف وتكثيف تقنيات الذكاء الاصطناعي في تعليم اللغة الانكليزية من اجل تطوير وتحسين جودة تعليم اللغة الانكليزية. الكلمات المفتاحية : الذكاء الاصطناعي، تعليم اللغة الإنكليزية، المرحلة الثانوية.

1- Introduction

The artificial intelligence(AI) as it has become a primary driver of technology in society. AI not only leads to increased productivity across various sectors of society but also provides new processes, approaches, and experimental models that simulate the real environment, beyond a single pattern or entity. AI is a collection of technologies and applications ranging from data analysis to machine learning and robotics. The intelligent data processing characteristics of AI systems rely on the data and algorithms available to them, as well as the system's architecture. artificial intelligence is generally defined by a system's ability to operate in a flexible and purposeful manner, and to learn in a partially complex and unpredictable environment (Tar, 2019:P 350). Tuomi (2018:P 2) mentions that advances in AI and machine learning are expected to have profound effects on the future of labor markets, competency requirements, as well as teaching and learning practices, particularly in English language education and applied sciences. Since educa-

tional systems tend to adapt to the requirements of the industrial era, AI can render some traditional educational functions obsolete while emphasizing other functions and technologies. Furthermore, AI may provide new methods for teaching and learning, especially in the field of English language education. AI is now applied in many areas such as: image analysis, driverless car operation and autonomous vehicles, automated customer and student service, error detection and correction, process control and many other apps. Several studies have demonstrated the effectiveness of using AI in the educational process. Jena (2018:54) found that a neural network AI approach was effective in student achievement, retention of learning, and correcting misconceptions in science. The study by Azmi, Ismail, and Mubarez (2014:279) indicated the effectiveness of an AI-based electronic learning environment in solving computer network maintenance problems for students in the Faculty of Specific Education. Abu Shamala (2013:67) showed the effectiveness of an AI-based program in developing inferential thinking and

academic achievement in information technology research for students. There are many artificial intelligence applications and tools that can be used in education, including those for research, design, educational content creation, article and research writing, story creation and narration, test generation, and presentation development. Multiple studies have confirmed the effectiveness of AI in education. Jena (2018) highlighted the effectiveness of neural network-based AI methods in student achievement, retention of learning, and correcting misconceptions in science. Similarly, the study by Azmi, Ismail, and Mubarez (2014) demonstrated the effectiveness of an AI-based electronic learning environment.

1.1 The Study Problem

English has become the global language of communication, serving as a key tool for academic success, international collaboration, and professional advancement. However, despite its recognized importance, many students—especially in non-native English-speaking contexts struggle to achieve proficiency in the language.

One of the major reasons behind

this challenge is the continued reliance on traditional teaching methods, which emphasize memorization, translation, and teacher-centered instruction rather than active learning by using technology and modern method real-life communication. These methods often separate, reading, and writing—instead of integrating them in meaningful contexts. Consequently, students become passive recipients of knowledge rather than active users of the language, leading to low motivation, skills, and limited confidence in communication in class.

In contrast, recent decades have witnessed a rapid technological transformation in education, particularly with the rise of Artificial Intelligence Smart learning platforms, AI-powered Chabot's, pronunciation feedback systems, and virtual reality environments have shown great potential to make language learning interactive, personalized, and adaptive to each learner's needs. These technologies can provide instant feedback, simulate real-life communication, and maintain students' engagement through game and adaptive learning paths. use artificial

intelligence -based tools and their actual implementation in educational settings, especially in developing English language .

1-2 The Objective of Study

Identifying The role Artificial Intelligence(AI) in Teaching English from the Perspective of Secondary school English Teachers.

1-3 Questions of the Study

1-What is the role Artificial Intelligence(AI) in Teaching English from the perspective of Secondary school English Teachers?

2- Are there statistically significant differences between the mean scores of the study sample regarding the importance of AI technology in the educational process and the challenges facing its use, attributable to the variables of gender?

1-4 Limits of the Study

Objective Limit: artificial intelligence (AI) in learning language in secondary school.

Place Limit: Secondary schools in Ramadi city in Al- Anbar governorate.

Time Limit: The research covered one academic year (2023-2024).

Population Limit: Teacher English

language in secondary schools..

1-5 significance of the study

The Importance of the Study:

- The novelty of the topic addressed by the current study, which is artificial intelligence technology, which has become pivotal in improving the efficiency of educational processes, especially with regard to learning and improving the quality of English.

- The capabilities and potential of artificial intelligence are among the most modern applications of information technology, making it capable of providing support in educational fields, moving away from the traditional methods used in language teaching.

- To demonstrate the role that artificial intelligence technologies can play in developing and improving the quality of English language education for Secondary school students .

- The scarcity of previous studies that have addressed the use of artificial intelligence technologies

1-6 definition of study terms

1- Concept of Artificial intelligence(AI):

This is the simulation of human intelligence using programmed ma-

chines, especially computer systems, to think in a manner similar to humans and to mimic their actions. The term can be applied to any device that exhibits capabilities associated with the human mind, such as learning and problem-solving. Specific applications of artificial intelligence include expert systems, natural language processing, speech recognition, and object vision (Chounta ,2021)

2-Secondary education:

is defined as: the educational stage that follows intermediate education in general education, lasting three academic years, and followed by higher education.(Latifa, (2017).

1. English language English as a West Germanic language that originated in England and has become one of the most widely spoken and used languages in the world(Britannica,2024)

2- Theoretical Background and Previous Studies

2- 1 The artificial intelligence:

Artificial intelligence (AI) is type of practical system that includes manufacturing and engineering methods and techniques, commonly called

hardware, software, and intelligent algorithms. The goal of artificial intelligence is to produce autonomous machines capable of performing highly complex tasks by employing inverse processes similar to those possessed by humans. Artificial intelligence programs and applications are designed by studying how the human mind thinks, how humans learn, decide, and act while trying to solve a problem. Then, the results of this study are used as a basis for developing intelligent software and systems (Tarrah, 2019: 355). There are a number of efforts being made to develop computer information systems that can behave and think in a manner similar to humans.

2-2 The Importance of Artificial Intelligence

The importance of artificial intelligence(AI) lies in the following (Jabr., 2022: 127):

1. It plays an important role in many specialized fields, such as public education, the military, and diagnosing diseases and finding solutions. It can also be used in legal and professional consultations.

2. Creating machines capable of

performing strenuous tasks that are not subject to human emotions such as fatigue, exhaustion, or anxiety, as they are designed to reduce the effort and cost incurred by humans.

3. Creating developmental systems that help change the quality of social and organizational life, thus enhancing progress and innovation in all fields.

2-3 Artificial Intelligence Stages .

The development of artificial intelligence(AI) has undergone many stages, the most important of which are:

1. Results of the Fourth Industrial Revolution: This represents the stage from which the development of digital technologies in the field of smart applications emerged, including (Johnson,2021)

- Digital energy fields: This included the integration of smart energy networks and means and smart technology into platforms that are dynamically compatible with the generation of energy and steel from modern and traditional sources.

- The digital transportation stage: This represented the independent and faster transportation of people and goods across oceans, skies, and land.

- The digital communications stage: This included the stage of connecting billions of people and things, allowing them to interact in new ways.

- The digital production stage: This stage was characterized by a qualitative shift, starting with centralized mass production and moving to production Distributed and local, and successful combination of cloud computing and 3D printing to produce goods in real time.

2-4 Objectives of Artificial Intelligence(AI)

The most important objectives of artificial intelligence are as follows:

1. Understanding the nature and methods of human intelligence by creating computer programs that can simulate the behaviour and actions of an intelligent human. This means the ability of programs to solve a problem or make a specific decision. (Mukhtar, 2020).

2. Developing computer systems capable of achieving intelligence similar to or better than human intelligence by entering human data and knowledge and storing it in computer memory. After analysing and formatting it using

the programs and tools used in the software base, the computer can compare and extract the best results and solutions to hypothetical problems (Makawi, 2018).

3. Enabling the computer to process information through the programs and tools used to achieve a method closer to the human method of solving all problems and executing more than one command at the same time. (Jaber, 2022)

2-5 The Positive Effects of Artificial Intelligence(AI) in English Language Teaching

The most important contributions of artificial intelligence to English language teaching (Tarrah, 2019: 19) are:

1. Teachers can regulate their courses somewhat. For example, Coursera10 and the Massive open online course podium inform instructors when many pupils answer a question mistakenly or perform incorrectly again .

2. Smart educational platforms for distance learning.

3. Good ways to interact with information. For example, Google adjusts search results based on our geographic location or previous searches, general-

ly without our knowledge.

4. Pedagogical feedback. For example, UTIFEN sends personalized texts to students as they follow their learning path. The feedback is not only personalized, It's faster and more iterative, allows for automated grading, and offers personalized support and recommendations.

5. Modified teaching content, such as the digital bookshelves published by McGraw-Hill and Pearson.

6. Increased interaction between learners and academic content, such as chatbots, the offspring of the original smart speakers Home Pod, Amazon Echo, and Google Home.

8. Better classroom management, such as a virtual experience like Class craft for all students engagement.

2-6 Artificial intelligence(AI) applications in the field of education:

There are many applications of artificial intelligence that can be used in the field of education, as indicated by numerous studies such as (Mahriya, 2023; Al-Warith and Hashim, 2023; Bakari, 2022; Abdel Salam, 2021; Muqatil and Hussein, 2021; Abdel Qader, 2020; Qashti, 2020). Al-Mas'ad

and Al-Farain (2023) define these applications as follows:

1. Intelligent Adaptive Learning: This involves using artificial intelligence methods to meet the diverse needs of learners. Computer algorithms, derived from learners' answers to questions, are used to deliver customized materials, present educational content, and provide various learning activities that align with learners' cognitive needs. Immediate and targeted feedback is also provided without the need for a teacher.

2. Smart Educational Games (Smart Education Games Educational games designed and programmed using computers to achieve the goals of the educational process.

These games are characterized by excitement, challenge, competition, and imagination; they increase the intelligence and concentration levels of learners, raise their problem-solving abilities and logical decision-making skills, and strengthen their social connections and relationships.

3. Smart Evaluation: This is one of the computer programs used to correct assignments and complex tests, as

well as to present data and information in a comprehensive manner, evaluate learners' thinking skills, highlight their strengths and weaknesses, and provide them with the necessary support when needed.

4. Reading and Distinguishing Letters. This is a computer program used to convert handwritten texts or printed images into editable text. This is achieved by analysing the file and comparing it to fonts stored in a database. This program can also be used to correct missing words in texts and perform spell checking.

5. Augmented Reality (AR): This is one of the most prominent artificial intelligence technologies used in the field of education. It is a synchronous and interactive technology used to add multi-dimensional shapes and an information layer to the real world being viewed. Images or text related to educational content are transformed into a dynamic reality simply by pointing the camera at it through augmented reality applications.

6. Virtual Reality (VR)

This is a technology for simulating real-world experiences using comput-

ers. It provides learners with interactive opportunities, such as conducting potentially dangerous laboratory experiments, within the educational process in general. It is one of the most prominent applications of artificial intelligence.

2-7 :Previous Studies

- Study Vieriu, (2025)

The Impact of Artificial Intelligence on Students' Learning Processes and Academic Performance. This descriptive (questionnaire-based) study analyzed students' perceptions of the impact of educational artificial intelligence tools on their learning and academic performance, presenting a descriptive overview of statistical trends (percentages, means) regarding advantages/concerns such as relevance, reliability, and privacy. The study provides a descriptive framework for understanding how students view existing tools

- Study Ngoc,. (2025)

Artificial intelligence (AI) tools: an investigation on English-majored students' awareness and experiences (descriptive study). This descriptive study explored and described the awareness

of English majors regarding the benefits and risks of using artificial intelligence tools in learning (a questionnaire consisting of closed and open items, sample of approximately 193 students). The report provides a description of the extent of reliance, the types of tools used, and students' perceptions of how these tools support language skills.

- Study (Jabro., 2022), entitled: Artificial Intelligence and its Impact on the Quality of Educational Services. The study aimed to shed light on the impact of artificial intelligence through its dimensions (expert systems, neural networks, genetic algorithm systems, intelligent agent systems) on the quality of Among the most important recommendations of the study is the necessity of adopting some artificial intelligence applications in educational institutions, spreading technological culture, and raising awareness among educational institutions and society about the positive effects of artificial intelligence.

Educational Service. The study was applied to a group of faculty members and students at Al-Rafidain University College, through a sample. The questionnaire was adopted as the measure-

ment tool for collecting the necessary data, and the descriptive analytical approach was used.

Consisting of (60) faculty members and students, the study found a correlation between artificial intelligence variables and educational service quality variables. Among the most important recommendations was the need to implement artificial intelligence programs in the organization in which the study was implemented in order to advance the university's reality to a better level.

- Study (Kabdani and Baden, 2021), entitled: The Importance of Using Artificial Intelligence Applications in Algerian Higher Education Institutions to Ensure the Quality of Education, aimed to determine the relative importance of using artificial intelligence applications in Algerian higher education institutions and their role in ensuring the quality of education in light of recognized international standards. It was concluded that the use of artificial intelligence applications in Algerian higher education institutions is currently a priority, with a percentage exceeding (81%) from the point of view

of the sample members. There is an urgent need to use these applications with all scientific disciplines, including the humanities.

- Study by Al-Anzah (2021), entitled: The Relationship Between Augmented Reality Technology and Learning Style in Learning Environments and Their Impact on Developing the Skills of Using E-Learning Applications Among Secondary Education Teachers, the study aimed to identify the impact of the relationship between augmented reality technology and learning style through virtual environments on developing the cognitive and performance aspects of the skills of using e-learning applications among secondary school teachers in the State of Kuwait. The experimental approach was used, and the population consisted of (80) male and female teachers from the original research community. The study concluded that there is a statistically significant difference between the average scores of the pre- and post-application in favour of the post-application, indicating a positive impact. The use of augmented reality technology in developing cognitive achievement in

e-learning application skills, which in turn affects the teacher's performance. There are also statistically significant differences. The positive effect of using augmented reality technologies in virtual environments on developing the performance aspect of e-learning application skills.

- Study (Al-Subhi, 2020), entitled: The Reality of Faculty Members at Najran University Using Artificial Intelligence Applications in Education,

The study aimed to identify the reality of faculty members at Najran University using artificial intelligence applications that can be employed in the educational process, the challenges they face in using them, and the relationship of some variables (gender, academic rank) .

The study used the descriptive-analytical method and the descriptive-survey method, as they were suitable for the nature of the study. The study used a questionnaire as a tool to collect field data.

2-8 :discussion of the previous studies

previous studies:

Through reviewing previous re-

search and studies, the researcher observed the following:

- First: Similarities: The current study agrees with the studies of (Jabro., 2022), (2020), and (Al-Subhi, 2020) and Study Vieriu, (2025)and Study Ngoc, (2025) in using the descriptive analytical method

2. The current study agrees with the studies of and Vieriu, (2025)and Study Ngoc, (2025) and (Al-Subhi, 2020) in using the questionnaire as a research instrument.

Secondly: Differences

1. The current study differs from the study of (Al-Anzh, 2021) in using the experimental method.

2. The current study differs from the study of (Al-Anzh, 2021) in using the pre- and post-test as a research instrument.

3. The current study differs from the studies of Study Vieriu, (2025)and Study Ngoc, (2025) (Jabro., 2022) and (Kabdani). Baden, 2021 (Al-Subhi, 2020) in the stage where the study was applied, which is the university level.

Third: Aspects of Benefit

The researcher benefited from previous studies in each of the following:

1. Assistance in preparing the study questionnaire.

2. Selection of the stage in which the study was applied, which is the Secondary level .

3- Methodology Procedure

3-1 Study Methodology:

Given the nature of the research topic and the objectives it seeks to achieve, the researcher used the descriptive-analytical approach.

The descriptive-analytical approach is defined as “the research characteristic that aims to quantitatively and qualitatively describe a social, human, or administrative phenomenon or a group of interconnected phenomena through the use of various data collection tools, which makes the phenomenon or phenomena under investigation clear enough to facilitate the realistic definition of the problem, in preparation for selecting hypotheses and questions about it. (Alian,.2010)

3- 2 Sources of information and data

- Secondary sources: The researcher relied on references and books related to the topic of artificial intelligence

and the quality of English language education, in addition to previous studies published in scientific journals and magazines, websites, and the Internet.

3-3 Study population and sample:

The current study population consists of all male and female English language teachers in secondary schools in the Ramadi region. Due to the difficulty of a comprehensive survey, the researcher selected a sample of (50) English language teachers in secondary schools in the Ramadi region to represent the study population. They were selected in a simple random manner. The number of English language teachers affiliated with the General Directorate of Education in Anbar was counted, amounting to (200 teachers).

Table (1) Study population

Number of teacher	Schools
4	Al-Sahaf Al-Mukarramah Secondary School for Girls
6	Al-Rawdah Al-Muhammadiyah Secondary School for Boys
5	Marbad Secondary School for Boys
5	Al-Mughira Secondary School for Girls
4	Al-Raja Secondary School for Girls
6	Al-Zaytoun Secondary School for Boys
5	Al-Tahrir Secondary School for Boys
5	Al-Shumookh Secondary School for Girls
4	Al-Shumookh Secondary School for Boys
6	Al-Shafaq Secondary School for Girls
50	

3-4- Study Tools

: The study tool was a questionnaire, which was designed using the theoretical framework and previous research and studies related to the study topic, on artificial intelligence and its role on learn language English from the perspective of secondary school English teachers. The questionnaire, in its initial form, consists of two main parts:

A- Part One: This represents the primary data of the study community members, including (gender, groups),

B- Part Two: This consists of (35) statements distributed across the following dimensions:

- (first Dimension) : Smart Education, consisting of (5) statements.

- (second Dimension): Smart Content, consisting of (5) statements.

- (third Dimension) : Virtual Reality (VR) Technology, consisting of (5) statements.

- (fourth Dimension) : Augmented Reality (AR), consisting of (5) statements.

Fifth axis: Layer applications, consisting of (5) statements.

(sixth axis): Improving the quality of English language education, consisting of (10) statements.

(Alahmri,2025:p94)

-3-5 Validity of the instrument:

The researcher presented the questionnaire to a group of specialized arbitrators in education, to verify its

validity and the correctness of its formulation. Some modifications were made based on their opinions and The scale obtained a validity of (80%) or more after it was presented to a group of arbitrators and experts, and all items received the approval of the arbitrators after making linguistic and formal corrections to them.

3-6 Reliability of the study.

questionnaire, the researchers resorted to calculating Cronbach’s alpha reliability indicators for each axis, in addition to the total score of the questionnaire(Alahmri,2025:p94)

The reliability of the scale data, according to Cronbach’s alpha, reached 88%, which is considered high reliability.

4- Presentation, Interpretation, Recommendations, and Suggestions: After applying the scale used in the current study to confirm the research objective, which states that.

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- Regarding the sample as a whole variable.

- Regarding the gender variable (male – female).

The results showed the following:

First: Research results according to the sample variable as a whole, as follows:

A table (2) showing the results of the t-value for a single sample according to the sample variable as a whole.

Significance At0.05	Tabulated t-value	Calculated t-value	Degrees free	Hypothetical Mean	Standard deviation	Arithmetic mean	Number	Variable
significant	2.009	19.18	49	105	4.57	117.4	50	Sample as whole

The table above shows that the sample results indicate the role of artificial intelligence (AI) in teaching English

from the perspective of middle school English teachers. This confirms that AI technologies are beneficial for students

in learning the language and also enhance teachers' teaching abilities.

Also the results showed that using these tools significantly contributes to enhancing student to learning English

language .

Secondly: Research results according to gender variable (male-female) are as follows

Table(3) showing the results of the t-value for two independent samples according to the gender variable (males and females)

Significance 0.05	Tabulated t-value	Calculated t-value	Degrees Of free	Standard deviation	Arithmetic mean	number	Gender variable
No significant	2011	0.93	48	2.051	119.3	26	male
				1.733	118.8	24	female

The table above shows that the results indicate no difference in the opinions of male and female teachers, based on gender, regarding the role artificial intelligence in English language teaching and

shows no statistically significant differences between the mean scores of the study sample regarding the importance use the artificial intelligence (AI) technology in the educational process, according to gender (male-female). The t-value was 0.93, This may be attributed to the agreement among the study sample, regardless of gender, regarding the importance use of

AI technology in education, such as enabling students to learn and understanding languages anytime and anywhere, providing flexibility in presenting educational material, meeting the needs of students with special needs, and teaching students basic English skills and providing them with useful feedback..

Recommendations

The study recommended intensifying the use of artificial intelligence technologies in English language teaching, and conducting a study to identify the most significant obstacles to implementing artificial intelligence

technologies in the areas of improving and developing the quality of English language teaching English.

Suggestions

1-Develop curriculum guidelines that integrate AI tools: The Ministry of Education or school boards should provide frameworks on how to effectively incorporate AI into English language curricula.

2-Increase investment in AI infrastructure for schools: Providing reliable internet access, smart devices, and educational software will enable teachers to implement AI-assisted learning efficiently.

3-Conduct longitudinal studies on AI's impact: Future research should examine the long-term effects of AI use on students' language skills performance, motivation, and teacher-student interaction.

Conclusion

In conclusion, this study demonstrates that employing artificial intelligence tools in teaching represents a crucial step towards improving and developing the educational process. The

results showed that using these tools significantly contributes to enhancing student engagement with the curriculum content and providing customized learning experiences that meet their individual needs. Furthermore, artificial intelligence offers teachers opportunities to analyze data and make evidence-based educational decisions, thus contributing to increased efficiency in teaching performance.

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Questionnaire

Agree	Strongly disagree	Disagree	Neutral	Strongly agree	Questions
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1. *Gender: Male or Female

1. *First Dimension: Smart Learning*

- 1. I use technology to improve English language skills.
- 2. I find that smart learning helps learn more effectively.

- 3. I use digital educational resources to improve English language skills.

- 4. I believe that smart learning increases opportunities for interaction with teachers and students.

- 5. I use technology to access a variety of educational resources.

2. ***Second Dimension: Smart Content***

- 6. I use digital content to improve English language skills.
- 7. I find that smart content helps better understand linguistic concepts.
- 8. I use educational applications to improve English language skills.
- 9. I believe that smart content increases access to information.
- 10. I use digital content to improve writing and reading skills.

3. ***The Third Dimension: Virtual Reality (VR)***

- 11. I believe that VR can enhance the English language learning experience.
- 12. I use VR to improve English language skills in class.
- 13. I find that VR increases the opportunities for interaction with language environments.
- 14. I believe that VR can help to improve speaking and listening skills.
- 15. I use VR to improve English language skills.

4. ***The Fourth Dimension: Augmented Reality (AR)**

- 16. I believe that AR can enhance the English language learning experi-

ence.

- 17. I use AR to improve English language skills.
- 18. I find that AR increases the opportunities for interaction with educational materials.
- 19. I believe that AR can help improve writing and reading skills.
- 20. I use AR to improve English language skills.

5. ***Fifth Dimension: Layer Apps***

- 21. I use Layer Apps to improve English language skills.
- 22. I find that Layer Apps increase access to information.
- 23. I believe that Layer Apps can help improve my speaking and listening skills.
- 24. I use Layer Apps to improve English.
- 25. I believe that Layer Apps can improve the English language learning experience.

Second Axis: Improving the Quality of English Language Teaching

- 1. ***Improving the Quality of English Language Teaching***
- 26. I believe that the use of technology can improve the quality of En-

glish language teaching.

- 27. I find that the use of technology increases opportunities for interaction with teachers and students.

- 28. I believe that the use of technology can help improve English language skills.

- 29. I use technology to improve English language skills to students.

- 30. I believe that the use of technology can increase access to a variety of educational resources.

- 31. I find that the use of technology improves the English language learning experience.

- 32. I believe that using technology can help improve speaking and listening skills in class.

- 33. I use technology to improve my English language skills in class.

- 34. I find that using technology increases opportunities for self-learning.

- 35. I believe that using technology can improve the quality of English language teaching in the future.

