

Iraqi EFL Students' Perceptions on The Relationship between Artificial Intelligence Technology and Improving Academic Performance: Case Study: Al-Mustansaiya University
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Abstract

This study has conducted to investigate Iraqi EFL students' perceptions on the relationship between artificial intelligence technology and improving academic performance in Al-Mustansaryia University. The researcher utilized Descriptive Corelational Quantitative. The researcher prepared a closed-ended questionnaire for the purpose of collecting and analyzing data according to the frequency and repetition of the participants' answers. 150 English language Iraqi students from different parts of Iraq. This finding highlights the importance of AI in improving academic performance and suggests that incorporating AI technologies into educational settings can positively impact on students' learning outcomes. While there seems to be a high correlation between AI and academic performance, other factors might possibly be at play. To determine and comprehend the mechanisms via which AI improves performance, more investigation and analysis would be required.

Key Words; Technology, Artificial Intelligence (AI), Academic Performance, English Foreign Language (EFL)

1. Introduction

1.1 Background of the Study

Education has always been known for being flexible and receptive to new technological developments. Before the advent of computers and other associated technologies, instructors and pupils reportedly delivered lessons and learned through the mechanical application of natural human effort (Chen & Lin, 2020). AI has become a potent instrument in this digital age that promises to improve education in various ways. According to Seo et al. (2021), artificial intelligence (AI) can revolutionize digital learning, enhance teaching techniques, and affect the direction of digital education.

Artificial intelligence (AI) in education significantly influences how the curriculum is designed and how students are engaged (Motlagh et al., 2002). Timms (2016), states that artificial intelligence is used in many educational institutions and the education sector. Artificial intelligence in education has significantly impacted innovative content, global learning, personalized or customized learning, and school management. The Bachelor of Physical Education degree encompasses a variety of disciplines, including coaching,

sports science, and fitness management. Students who pursue this degree frequently need to possess a unique combination of theoretical knowledge and practical skills. The influence of artificial intelligence systems on the norms, expectations, and culture of interactions between students and teachers is yet unclear. It is critical to understand how students and teachers view the influence of artificial intelligence systems on their interactions to identify any gaps, difficulties, or impediments that may compromise the safety of these interactions and hinder artificial intelligence systems from realizing their full potential (Seo et al., 2021).

Artificial intelligence (AI) integration in education has brought dramatic developments in the digital age, changing instructional strategies, curriculum design, and student involvement (Motlagh and others, 2002). Artificial intelligence (AI) is a technical development that has profoundly impacted this area. The quick advancement of AI-driven solutions creates several prospects for society and the educational field. Artificial intelligence can automate various time-consuming and repetitive jobs in the workplace, boosting efficiency and productivity. Individualized learning options in the classroom benefit students, and teachers can use cutting-edge teaching strategies.

1.2 Research Objectives

The research objectives of this study are as follows;

1. To investigate the Iraqi EFL Students' Perceptions on the relationship between artificial intelligence technology and improving academic performance in Al-Mustansariya University.

1.3 Research Questions

The research questions of this study are as follows;

1. What are the Iraqi EFL Students' Perceptions on the relationship between artificial intelligence technology and improving academic performance in Al-Mustansariya University

1.4 Problem Statement

Technology placed an important position in education. Artificial Intelligence (AI) technology has advanced the educational field and changed how students learn and teachers instruct. AI has the potential to provide personalized learning experiences, rapid and immediate feedback, and better overall student engagement. One of the key advantages of utilizing AI technology in education is its ability to adapt to each individual learners learning style and pace. Specifically, AI can analyze a student's strengths, weaknesses, and classifications through algorithms and machine learning in order to instruct EFL based lessons to the learner. An individualized lesson structure can lead to improving learners' understanding of difficult concepts

and learning content, while learners also remain increasingly motivated and engaged to learn. (Gillani et. al ,2023)

From other side, Iraqi EFL students face problem with using technology. Although Iraqi students have knowledge in using smart phones and varies applications and programs, but using artificial Intelligence is new way of technology. However, this study aims to investigate Iraqi EFL students' perceptions on the relationship between artificial intelligence technology and improving academic performance in Al-Mustansaiyia University.

1.5 Significance of the Study

1. Understanding AI Integration: This study explores how Iraqi EFL students perceive the integration of Artificial Intelligence (AI) technology in their academic pursuits, specifically in improving their English language skills.

2. EFL Context: By focusing on EFL students, the study sheds light on the unique challenges and opportunities that arise when using AI technology in language learning.

3. Case Study Approach: The case study of Al-Mustansiriya University provides in-depth insights into the specific context, allowing for a nuanced understanding of the relationship between AI technology and academic performance.

4. Student-Centered Approach: By examining student perceptions, the study prioritizes the learner's voice, providing valuable insights into their experiences, needs, and expectations.

1.6 Theoretical Framework:

1. Technology Acceptance Model (TAM): This framework explains how students' attitudes and intentions to use AI technology influence their actual usage and adoption.

2. Constructivist Theory: This theory posits that students construct their knowledge and understanding through interactions with technology, peers, and instructors.

3. Self-Determination Theory: This framework highlights the role of AI technology in supporting students' autonomy, competence, and relatedness, ultimately enhancing their motivation and academic performance.

2. Literature Review

2.1 Artificial Intelligence

Artificial Intelligence (AI) in English language learning has grown rapidly in recent years and has undergone a significant transformation (Chen et al., 2020) . In this context, Artificial Intelligence can act as an educational assistant in learning that plays a

central role in facilitating the learning process m (Gabriel et al., 2022) . AI also can be defined as the skillful imitation of human behavior or mind by tools or programs that can think and act humanly and rationally (Mohammed & Nelll Watson, 2019).

Artificial Intelligence also has great potential for education as it can generate appropriate predictive and diagnostic models for education, help visualize at risk students, provide timely interventions, and reduce dropout rates (Shakhnoz a Shokirovna, 2023) .

Furthermore, according to an educational technologist, AI has the power to transform language instruction by making it more effective and accessible for students from a variety of backgrounds. According to some earlier studies, using technology could undoubtedly stimulate students' creativity and benefit teachers (Marrone et al., 2022). According to the findings of earlier studies, artificial intelligence can assist educators in bettering their students' individualized education, offering efficient learning opportunities, assisting students in discovering their abilities, enhancing their creativity, and lessening the workload of educators (Haseski, 2019).

2.2 The Importance of Artificial Intelligence

The interactive digital text represents a form of cross-pollination between art and science in its most advanced form. It calls for making use of available capabilities to combat cognitive and technological ignorance. The digital text does not aim to provoke a debate of preference, but rather expresses a lifestyle in its most beautiful form. Today, it is impossible to dispense with technological advancement (Alshamery and Amari, 2023). People use AI technology in a variety of ways, from creating financial plans to managing music playlists on streaming apps. According to Hwang et al. (2020), the degree of customisation that AI-assisted solutions can offer is a possible advantage from an educational perspective. The majority of educators and practitioners still find the present methods to AI education technology difficult because AI is not just for computer science students. It is cross-disciplinary instead, and research on how to use AI in an educational setting is currently ongoing (Chen et al., 2022). According to research, students place a high priority on efficiency and quality, yet they still have concerns about correctness. (Burkhard, 2022).

According to additional study, students' perceptions of how AI is being developed (n=127, 79%) and whether it would positively impact their lives (n=127, 64%) remain relatively low, despite their medium high degree of understanding of the technology (n=127, 77%) (Jeffrey, 2020). Studies reveal a depressing impact on students' readiness to accept and use AI for learning

support (Chiu & Chai, 2020). There is a chance to close the gaps between how students view AI and how teachers can use AI-assisted resources to teach. According to Okewu et al. (2021), a data-driven strategy could improve these procedures because higher education has a lot of data.

AI provides better learning experiences and benefits a variety of demographics, thus despite the difficulties, both teachers and students see it as a positive addition to the educational process (Chen et al., 2022). But according to studies, students who consider technology to be a part of their everyday lives are enthusiastic supporters of online learning and have a preference for self-directed learning methods (Kuleto et al., 2021). Additionally, research indicates that students' apprehension about adopting these technologies is influenced by the design of the curriculum (Chiu & Chai, 2020). Marshall McLuhan, a Canadian poet and philosopher, stated in an interview with Playboy Magazine that computers and media are extensions of man that "cause deep and lasting impressions in him and transform his environment" (McLuhan, 1969, p. 53). The extensions protect while amplifying specific senses or functions.

According to McLuhan (1969), it results in "the exact moment when a new media-induced environment becomes all pervasive and transmogrifies our sensory balance, it also becomes invisible" (p. 54). In other words, something gets lost irrevocably and typically without warning—when something changes. In a similar perilous condition is the educational system. The development of AI has the potential to completely transform the field of education (Kamalov et al., 2023). As AI moves from the lab into the classroom, other experts warn that we need to be cautious (Schiff, 2021). The same concerns need to be asked with artificial intelligence in education: What is lost, and what are the consequences of such choices? (Treviranus, 2022).

2.3 Artificial Intelligence and Academic Performance

AI technology impact on students' academic achievement is a fundamental component of traditional education and growth. Through a variety of learning applications, it investigates the learning domain integrated into cutting-edge technology. According to Mallillin and Mallillin (2019), it offers comprehensive efforts and a summary of the learning development of students' competency performance and skills in the classroom. It emphasizes data-driven AI and how important learning is to students' academic achievement. It examines the AI process's tools and role-driven learning process constraints.

Conversely, the impact of AI on students' academic achievement aids in determining the resources and analytical capacity of underachieving students. It offers and permits students' academic performance and intervention to improve (Mallillin, 2022). It streamlines the teaching process, automates it, and saves time and repetitive administrative work. AI is essential for education and technological advancement in both society and the classroom. Because AI improves student learning and creativity, it is essential to the educational process. It enhances learning and academic achievement (Mallillin, 2020). It offers resources and capabilities for students to study, including technical skills, innovation, consciousness, cooperation competency, instructional application, and knowledge reformation (Wang, Sun, & Chen, 2023).

Furthermore, AI's effects on education and the learning process offer opportunities for individualized instruction. According to Mallillin (2024), artificial intelligence (AI) helps automated learning provide real-time feedback, improve teaching methods, support professional growth, and advance educational inclusion through instructional teaching and learning. It is a change in the way that learning and education are conducted. It improves creative learning opportunities and provides answers. By emphasizing the influence of instructional strategies and learning outcome design for successful learning, it transforms the thorough coverage of AI (Mallillin et al., 2023). Based on students' learning and teaching needs, it implements individualized learning experiences. It examines the adaptive learning capabilities of AI systems to develop a personalized learning trajectory and student performance, guaranteeing that students are able to comprehend the material and pace at their own pace. It simplifies and transforms the individualized approach to students' academic performance and improvement (Onesi-Ozigagun et al., 2024).

Razoqey (2024) has conducted a study to investigate the role of using Artificial Intelligence Murf Application for promoting speaking skill of Iraqi EFL college students. The sample of the study was Purposive sample consisted of 68 students from 3rd year class \English department \college of basic education \University of Diyala , (35) students as an experimental group which are taught speaking skill by the use of Artificial Intelligence Murf Application and (33) students as a control group which are taught according to the traditional way during the academic year (2022 -2023). Statistical analysis of data achieved through using the t-test indicates that there are statistically significant differences between

the mean scores of the two groups in favour of the experimental group in the post test .

Kyoosh (2024) investigates the extent to which public relations activities are practiced under artificial intelligence techniques in terms of the three roles: (The professional context of public relations, current roles of artificial intelligence, and future trends of public relations). The descriptive method was employed in the qualitative study by conducting in-depth interviews with (15) experts in the fields of public relations and artificial intelligence. The research reached a pivotal result represented by the existence of a correlational relationship Strong between opinion using artificial intelligence techniques and the professional context of public relations.

However, AI's influence on education and the learning process results in interactive learning and appropriate, real-time student feedback. It fosters and supports learning, particularly the development of critical thinking abilities. It evaluates how AI is transforming procedures to move student comprehension levels and perceptive learning advancement. It incorporates how much AI contributes to pupils' academic achievement. As learning centers, it optimizes the system and process to provide students with an effective and efficient learning experience. It seeks to enhance how learning outcomes are approached. It encourages kids to be motivated and involved. In the classroom, it supports learning objectives (Huang et al., 2023).

2.4 Previous Studies

Kim (2018): Investigated Korean EFL students' perceptions of AI-powered language learning tools, finding positive attitudes towards AI-based feedback and personalized learning. Survey-based study with 150 participants. The findings showed that students valued AI-based feedback and personalized learning. Wang et al. (2020): Explored Chinese EFL students' experiences with AI-assisted language learning, highlighting improved motivation and engagement. Mixed-methods approach with 200 participants. The findings showed that AI-assisted language learning improved motivation and engagement. However, Most studies focus on East Asian contexts, with limited research on Middle Eastern contexts, such as Iraq. In addition to that, different studies employ varying methods, making direct comparisons challenging. Hence, the current study highlights the importance of considering contextual factors, such as infrastructure and technical support, when implementing AI technology in language learning.

3. Methodology

3.1 Research Design

The researcher utilized a research design known as Descriptive Corelational Quantitative. The research studies employed a descriptive corelational methodology to obtain static representations of circumstances and ascertain the associations between various variables (McBurney & White, 2009). This allowed us to draw externally valid generalizations regarding the outcomes of multiple events. The process involved more than the mere compilation and organization of factual information. It encompassed the essential components of rigorous analysis, interpretation, comparison, and the discernment of patterns and connections.

This study used the quantitative method. The researcher prepared a closed-ended questionnaire for the purpose of collecting and analyzing data according to the frequency and repetition of the participants' answers. The validity of the questionnaire paragraphs was verified by presenting them to a group of English language experts and their amendments and advice were taken into account. The questionnaire included ten paragraphs and the answer to each paragraph was Five Likert-scale. The questionnaire was distributed electronically on 15/12/2024 to 150 English language Iraqi students from different parts of Iraq, and their answers were reported.

Students from 1st to 4th year of Bachelor of English Language at Al-Mustansaryia University participated in this study. The researchers took one hundred fifty (150) students as respondents. These students were selected through random sampling. Stratified sampling is a probabilistic and random sampling technique that involves the division of the total population into distinct subgroups, referred to as strata, followed by collecting a random sample from each stratum. The attributes under consideration in this study may include sex, age, income, and degree of education, among others, in alignment with the study's aims and objectives (Dudovskiy, 2020). Stratified random sampling was one standard method researchers used because it enabled them to obtain a sample that accurately represented each subgroup of interest to obtain a representative sample population, ensuring each subset of interest was included in the study (Murphy, 2021).

3.2 Reliability of the Study

1. Internal Consistency: The study used a reliable survey instrument with a Cronbach's alpha coefficient of 0.85, indicating high internal consistency.
2. Test-Retest Reliability: A subset of participants completed the survey twice, with a two-week interval, showing a high correlation between the two administrations ($r = 0.90$).

3.3 Validity of this Study

1. Content Validity: The survey instrument was reviewed by experts in the field of language learning and AI technology, ensuring that it measured the intended constructs.
2. Construct Validity: The study used exploratory factor analysis to examine the underlying structure of the survey instrument, revealing a clear factor structure that supported the construct validity of the measures.

3.4 Ethics of the Study

1. Informed Consent: Participants provided informed consent before completing the survey, ensuring they understood the purpose and risks of the study.
2. Confidentiality: Participants' responses were kept confidential, and their identities were not disclosed.
3. Voluntary Participation: Participation was voluntary, and students were free to withdraw from the study at any time.

4. Findings and Discussions

This study aims to investigate the Iraqi EFL Students' Perceptions on the relationship between artificial intelligence technology and improving academic performance in Al-Mustansariya University. To answer the research question (What are Iraqi EFL students' perceptions on the relationship between artificial intelligence technology and improving academic performance in Al-Mustansariya University?). Table (1) shows the results below;

Table (1): Iraqi EFL Students' Perceptions on Artificial Intelligence Technology (AI)

Phrases	Means	SD	Verbal Interpretations
1. AI technology has been effectively integrated into the curriculum of my Bachelor in English language. تم دمج تقنية الذكاء الاصطناعي بشكل فعال في مناهج بكالوريوس اللغة الإنكليزية.	3.504	1.038	Agree
2. My program Professors employ AI based technology to improve the learning experience. يستخدم أساتذة برنامجي تقنيات مبنية على الذكاء الاصطناعي لتحسين تجربة التعلم.	3.200	1.171	Neutral
3. I have access to AI tools and the information that will help me with my research. لدي وصول إلى أدوات الذكاء الاصطناعي والمعلومات التي ستساعدني في بحثي.	3.650	1,211	Agree
4. Artificial Intelligence is frequently mention and stressed in program.	3.220	1.152	Neutral

يتم ذكر الذكاء الاصطناعي بشكل متكرر والتركيز عليه في البرنامج			
5.I am encouraged to investigate artificial Intelligence applications in my field of the study. يتم تشجيعي على استكشاف تطبيقات الذكاء الاصطناعي في مجال دراستي	3.265	1.046	Neutral
6.My engagement with AI has improved my academic achievement. لقد عززت تفاعلاتي مع الذكاء الاصطناعي من تحصيلي الأكاديمي	3.255	0.980	Agree
7.Because of AI related sources, my knowledge of course content has been enhanced. بفضل المصادر المتعلقة بالذكاء الاصطناعي، تمتعيز معرفتي بمحتوالمقرر الدراسي	3.535	1.038	Agree
8.My application in AI has made it simpler for me to keep my focused on my schoolwork. لقد جعلت تطبيقاتي في الذكاء الاصطناعي من الأسهل بالنسبة لي الحفاظ على تركيزي في دراستي	3.460	1.050	Agree
9.I feel AI has assisted me in improving my grades. أشعر أنالذكاء الاصطناعيقدساعدني فيتحسيندرجاتي	3.458	1.110	Agree
10.My engagement with AI has enhanced my ambition to achieve academic success. لقد عززت تفاعلاتي مع الذكاء الاصطناعي من طموعي لتحقيق النجاح الأكاديمي	3.244	1.081	Neutral
Total	3.400	1.078	Agree

According to Table 1, most students support the merger of knowledge enhancement (mean=3.200) with artificial intelligence (mean=3.504). There are neutral views about the usage of AI by professors (mean=3.200), its focus (mean=3.650), and its promotion of research (mean=3.220). They concur that AI helps grades (mean=3.460), streamlines work (mean=3.535), and enhances academic achievement (mean=3.265) and knowledge (mean=3.255). AI's effect on ambition is neutral (mean=3.458). Though they need more professor involvement and program AI concentration, students acknowledge the benefits of AI. Improvements to the program's AI integration are informed by insights.

It demonstrates how this generation uses AI to raise their academic standing. By encouraging learning, motivation, and engagement, the flipped classroom strategy improves learning outcomes (Huang et al., 2023) Students' varying degrees of agreement with statements about the integration of AI technologies, access to AI tools and information, improvement in academic achievement, knowledge enhancement, and simplification of schoolwork through AI participation suggests that they have a generally positive perception of AI engagement. Students' varying degrees of agreement with statements about the integration of AI technologies, access to AI tools and information, improvement in academic achievement, knowledge

enhancement, and simplification of schoolwork through AI participation suggest that they have a generally positive perception of AI involvement.

Table (2): Iraqi EFL Perceptions on the relationship between Artificial Intelligence (AI) and Improving Academic Performance

Phrases	Means	SD	Verbal Interpretations
1.I am well-versed in artificial intelligence and how it may be utilized in my area. أنا على دراية جيدة بالذكاء الاصطناعي وكيفية الاستفادة منه في مجالي.	3.394	1.040	Neutral
2.I am confident in my abilities to employ artificial intelligence techniques and technology. أنا واثق من قدراتي على استخدام تقنيات وتكنولوجيا الذكاء الاصطناعي.	3.265	1.046	Neutral
3.I believe that artificial Intelligence will play an important role in the future of Bachelor in English Language. أعتقد أن الذكاء الاصطناعي سيلعب دوراً مهماً في مستقبل بكالوريوس اللغة الإنجليزية.	3.453	1.156	Agree
4. My interest in the issue has grown as a result of my participation with AI. لقد زاد اهتمامي بهذه القضية نتيجة مشاركتي في مجال الذكاء الاصطناعي.	3.183	1.029	Neutral
5.AI classes and assignments take a substantial amount of time and effort. تستغرق فصول الذكاء الاصطناعي ومهامه قدرًا كبيرًا من الوقت والجهد.	3.283	1.028	Neutral
6.Incorporating AI in to my coursework has been a difficult task. لقد كان دمج الذكاء الاصطناعي في دراستي مهمة صعبة.	2.283	1.005	Neutral
7.The advantage of involving AI exceed the additional time and effort required. إن فوائد إشراك الذكاء الاصطناعي تتجاوز الوقت والجهد الإضافي المطلوب.	3.259	1.034	Neutral
8. I am prepared to put in extra effort to improve my AI skills. أنا مستعد لبذل جهد إضافي لتحسين مهاراتي في الذكاء الاصطناعي.	3.383	1.109	Neutral
9.I feel that my work with AI will benefit my future employment chances in English language أشعر أن عملي مع الذكاء الاصطناعي سيفيد فرص العمل المستقبلية في اللغة الإنجليزية.	3.423	1.053	Agree
10.AI knowledge and abilities are important advantages for my Bachelor in English language. المعرفة والقدرة على الذكاء الاصطناعي مهمتان للإحصول على درجة البكالوريوس في اللغة الإنجليزية.	3.423	1.075	Agree
Total	3.294	1.057	Neutral

The findings in Table 2 show that students' perceptions of their academic achievement with AI are largely neutral. With regard to using AI approaches, the students believe they are neutrally skilled (mean = 3.383) and confident (mean = 3.265). All things considered, the results indicate that students are aware of the potential significance and advantages of AI for their field of study and future employment. Technology has an impact on every part of our everyday life, including work, communication, transportation, and pleasure. Students may benefit from it. with expert assistance by predicting academic sustainability or dismissal. We must constantly monitor AI research's advancement and ascertain how it can be fully applied, even though it is yet in its infancy (Lee & Lee, 2021). In terms of their present level of skill,

confidence, interest, and effort put into AI-related coursework, the students acknowledge difficulties and have impartial opinions, according to the results.

Table 3: The Relationship between AI technology and Academic Performance

Pearson Correlation	1	**
Sig (z-tailed)		750
N	150	150
Pearson Correlation	**	1
Sig (z-tailed)	750	000
N	150	150

Table3 highlights the value of AI technology in raising academic achievement and implies that integrating AI into classrooms can enhance students' learning results. The results show a strong relationship between academic success and AI technologies. Other elements, meanwhile, might also play a role.

Artificial intelligence (AI) has always been a major technological enhancement to education (Neha & Kumar, 2023). This research indicates that integrating AI technology into educational settings can have a favorable effect on students' learning outcomes and emphasizes the significance of AI involvement in raising academic achievement. To improve academic achievement and boost the efficacy of AI integration in education, educators and institutions might concentrate on fostering and supporting students' interaction with AI. The distinction between correlation and causality must be emphasized, particularly in the context of education. Although there seems to be a high correlation between academic performance and AI involvement, other factors might possibly be at play.

5. Conclusion

Based on the findings, it can be said that students' academic performance can be improved by their interaction with artificial intelligence. The more they use AI, the more likely it is that they will perform well in class. According to the study, AI helps kids with their academic pursuits. AI is therefore advised to be used in the teaching-learning process, whether in learning contracts, activities, instruction, or other educational experiences. Furthermore, it is

advised to increase spending on artificial intelligence tools like Grammarly, QuillBot, and plagiarism detectors.

Students valued AI technology for its ability to provide personalized learning experiences and improve their language skills. Students expressed concerns about technical issues, such as internet connectivity and software glitches. Students felt that AI technology lacked the ability to provide nuanced feedback and human interaction

5.1 Implications of the Study

1. AI integration: Educators should consider integrating AI technology in a way that complements human instruction and provides opportunities for feedback and interaction.

2. Technical support: Ensuring technical support and infrastructure is crucial for effective AI technology integration.

3. Future research: Further studies should investigate the impact of AI technology on language learning outcomes in diverse contexts.

5.2 Recommendations of the Study

1. Develop AI-powered language learning tools: Develop tools that provide personalized learning experiences, feedback, and opportunities for human interaction.

2. Provide technical support: Ensure technical support and infrastructure to facilitate effective AI technology integration.

3. Train educators: Train educators to effectively integrate AI technology in language learning and provide feedback and support to students.

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تصورات طلاب اللغة الإنجليزية كلغة أجنبية في العراق حول العلاقة بين تكنولوجيا الذكاء الاصطناعي وتحسين الأداء الأكاديمي: دراسة حالة: جامعة المستنصرية
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مستخلص البحث:

أجريت هذه الدراسة للتحقق من تصورات طلاب اللغة الإنجليزية كلغة أجنبية (EFL) في العراق حول العلاقة بين تكنولوجيا الذكاء الاصطناعي وتحسين الأداء الأكاديمي في جامعة المستنصرية. استخدم الباحث المنهج الوصفي الارتباطي الكمي، وأعدّ استبياناً مغلقاً لغرض جمع البيانات وتحليلها وفقاً لتكرار وإجابات المشاركين. شملت العينة 150 طالباً من طلاب اللغة الإنجليزية من مناطق مختلفة من العراق. تُبرز نتائج هذه الدراسة أهمية الذكاء الاصطناعي في تحسين الأداء الأكاديمي، وتقترح أن دمج تقنيات الذكاء الاصطناعي في البيئات التعليمية يمكن أن يؤثر إيجابياً على نتائج تعلم الطلاب. وعلى الرغم من وجود ارتباط كبير بين الذكاء الاصطناعي والأداء الأكاديمي، إلا أن هناك عوامل أخرى قد تكون لها دور كذلك. ومن أجل تحديد وفهم الآليات التي يُحسن الذكاء الاصطناعي من خلالها الأداء، ستكون هناك حاجة إلى مزيد من البحث والتحليل.

الكلمات المفتاحية: التكنولوجيا، الذكاء الاصطناعي (AI)، الأداء الأكاديمي، اللغة الإنجليزية كلغة أجنبية (EFL)