

The Employment of AI Techniques and its Impact in Improving Iraqi EFL Learners' Proficiency

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Abstract

The current research is entitled (The Employment of AI Techniques and its Impact in Improving Iraqi EFL Learners' Proficiency). It aims at studying the relation between AI and the level of scientific mastery and linguistic proficiency for Iraqi EFL learners , specifically sixth grade primary school pupils . The available evidence indicates that some Iraqi schools suffer from a phenomenon of linguistic deficiency in the subject of the English language among sixth grade primary school pupils , and this occurs due to the lack of scientific AI employment and modern techniques by most of teachers . On this basis, the researcher puts forward his hypothesis that there exists a phenomenon of linguistic deficiency among sixth-grade primary school pupils in the English language subject in both governmental and private primary schools .

In order to verify the validity of the above hypothesis, the researcher conducted a field case study that included selecting a group of schools in Babylon Governorate as a sample for conducting the study and verifying the available data in those schools. The study included 65 primary schools distributed across the geographical area of Babylon Governorate, with 44 schools belonging to the governmental education system and 21 schools affiliated with private education system . The total number of students included in the study was 3859 students of both genders. At the end of the study, the researcher presented the most important results reached, mentioning the most important recommendations and proposals that help overcome difficulties and achieve the sustainable development goals , which are represented by supporting and increasing the scientific level for the pupils by means of adequate employment of AI techniques in improving English language skills . The research is classified into four sections . The first is an introduction , whereas the second is devoted to highlight the impact of AI in EFL learning . The third section , however , is devoted to the selected sample that was chosen to reveal the strengths and weaknesses that exist in the selected schools , and the effects of employing AI supported learning environment . Finally , the last chapter summarizes the main conclusions , findings as well as recommendations based on the scientific analysis of EFL learners' performance with reference to final ministerial examinations .

Keywords : Sustainability , English Language , Primary Schools , Public , Private , Proficiency , Deficiency

توظيف تقنيات الذكاء الاصطناعي وأثرها في تحسين كفاءة متعلمي اللغة الإنجليزية لغة أجنبية في العراق

ملخص

يحمل البحث الحالي عنوان "توظيف تقنيات الذكاء الاصطناعي وأثره في تحسين كفاءة متعلمي اللغة الإنجليزية كلغة أجنبية في العراق". ويهدف إلى دراسة العلاقة بين الذكاء الاصطناعي ومستوى الإتقان العلمي والكفاءة اللغوية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في العراق، وتحديدًا تلاميذ الصف السادس الابتدائي . تشير الدراسات والأدبيات إلى أن بعض المدارس العراقية تعاني من ظاهرة قصور أو ضعف لغوي في مادة اللغة الإنجليزية لدى تلاميذ الصف السادس الابتدائي، ويعود ذلك إلى نقص توظيف الذكاء الاصطناعي العلمي والتقنيات الحديثة من قبل معظم المعلمين. بناءً على ذلك، يطرح الباحث فرضيته القائلة بوجود ظاهرة قصور لغوي لدى تلاميذ الصف السادس الابتدائي في مادة اللغة الإنجليزية في كل من المدارس الابتدائية الحكومية والخاصة.

للتحقق من صحة الفرضية المذكورة أعلاه، أجرى الباحث دراسة ميدانية شملت اختيار مجموعة من المدارس في محافظة بابل كعينة للدراسة، والتحقق من البيانات المتاحة في تلك المدارس، حيث شملت الدراسة 65 مدرسة ابتدائية موزعة على مساحة محافظة بابل، منها 44 مدرسة تابعة لنظام التعليم الحكومي و21 مدرسة تابعة لنظام التعليم الخاص. وبلغ إجمالي عدد الطلاب المشاركين في الدراسة 3859 طالبًا وطالبة.

في ختام الدراسة، عرض الباحث أهم النتائج التي تم التوصل إليها، مُشيرًا إلى أهم التوصيات والمقترحات التي تُساعد على تجاوز الصعوبات وتحقيق أهداف التنمية المستدامة، والتي تتمثل في دعم ورفع المستوى العلمي للطلاب من خلال التوظيف الأمثل لتقنيات الذكاء الاصطناعي في تحسين مهارات اللغة الإنجليزية. يقع البحث الحالي في أربعة فصول : الفصل يمثل مقدمة عامة لموضوع البحث ز الفصل الثاني يُسلط الضوء على أثر الذكاء الاصطناعي في تعلم اللغة الإنجليزية كلغة أجنبية. أما الفصل الثالث، فيُعنى بتركيز على العينة التي تم اختيارها للكشف عن نقاط القوة والضعف في المدارس ، وأثر استخدام بيئة تعليمية مدعومة بالذكاء الاصطناعي في تحسين أداء التلاميذ في امتحان اللغة الإنجليزية المعد من قبل وزارة التربية . وأخيرًا، يُلخص الفصل الرابع اهم الاستنتاجات والنتائج والتوصيات الرئيسية بناءً على التحليل العلمي لأداء متعلمي اللغة الإنجليزية كلغة أجنبية في الامتحانات الوزارية النهائية.

Section One

1.1 : Introduction

Despite the importance of English as a universal language in our recent decades , it is noticed that most Iraqi sixth primary pupils in Babylon governorate primary schools face huge difficulties regarding lack of the appropriate AI urgent techniques that are needed for learning English as a foreign Language . These difficulties occur in different infrastructural , pedagogical , methodological .

The study is regarded as a highly important investigation that reflects the actual governmental and private performance regarding Iraqi primary pupils with reference to the learning of English as a foreign language as an urgent need for facing the future challenges by our pupils .

The current study focused on primary schools in Babylon Governorate , both puplic (governmental) schools as well as private (non-governmental) ones . 65 schools that were included in this study belong to different regional locations , including the centre of Hilla , Al-Muhaweel , Al-Hashimiyah , and Al- Musayyab

1.2 The Targeted Sample

- 1- Sixth stage primary pupils in the abovementioned locations .
- 2- Primary schools' teachers .
- 3- Public (governmental) schools .
- 4- Private (non-governmental) schools
- 5- Other related institutions including local universities and Ministry of Education and its branches in these regions .

1.3 Importance of the Study

The term sustainability is widely used to refer to programs, initiatives, and actions that aim to conserve a particular resource. However, it actually refers to four distinct areas : human, social, economic, and environmental – known as the four pillars of sustainability .

One of the most important components of economic prosperity for any country is striving to achieve leadership and success in various fields and maintaining the sustainability of the country's resources to serve the current and future generations. Perhaps one of the most important and sublime resources for every society is represented by the human resources , which means how we can achieve maximum benefit from the available human powers and work on developing and refining them in a way that achieves societal development, prosperity and progress for that country.

1.4 Primary Stage

The primary school years represent the basic foundation upon which a sustainable generation is prepared to ensure the country's goals and ensures its progress in various scientific and cognitive disciplines. There is no doubt that the knowledge that is built in the primary stage is the basis for providing the subsequent educational stages (intermediate, preparatory and university) with students who have high skills in venturing into knowledge and creativity (Examinations, 2024-2025 , p. 109). Primary school period is considered as the basic stage that forms and shapes the mentality and understanding for children . It paves the way for future scientific adventure for children and prepares them for the next stages of learning by means of providing the basic required component for knowledge , including science , art , mathematics , and foreign language(s) . Based on this fact , the present study is an attempt for investigating the extent to which our schools are successful in providing the required materials for those children . This can be seen only when our schools adopt the most recent findings and techniques to achieve the best results and overcome all difficulties at the same time .

With reference to the basic terms , it is worth mentioning that the word proficient is an adjective which refers to a person who is able to do a Particular thing well " (Power, 2010, p. 619) , as in saying : They are looking for someone who is **proficient** in English .

The term " proficiency " is a noun that is employed to refer to the skill or ability to perform or do Something as accurately as possible , for example:

He has a certificate of proficiency in English . thing " , as in saying : **We focus on food that is deficient in minerals .**

or " not good enough or not complete " . "

The term " deficiency is a noun derived from the adjective " deficient " and is employed refer to the condition of not having enough of something , or not good enough with something , as when we say :

The problems were caused by deficiencies in the design .

To sum up , we can realize that whereas the term " Proficiency " means fluency and understanding as far as language learning is concerned , the term " deficiency " is employed to refer to the state of lack of fluency and understanding" (Power, 2010, p. 619) .

1.5 Literature Review

In recent years, there has been a growing interest in studying the impact of artificial intelligence technologies on teaching English as a foreign language. Many studies have addressed the use of AI tools such as chatbots, speech recognition technologies, and smart applications in developing learners' language skills. This can be seen in the following studies :

1 - Fathi & Rahimi (2024)

This study aimed to analyze the role of artificial intelligence (AI) technologies in foreign language teaching, with a focus on English language learning. The researchers used an analytical approach to review several recent studies in this field. The results showed that AI tools contribute to providing interactive learning environments that help students practice the language continuously and provide immediate feedback on linguistic errors, thus contributing to the improvement of learners' speaking and writing skills (English for Iraq (6th Grade) Oxford, 2024 , p. 129).

2. Jeon (2024)

This study explored the use of artificial intelligence in teaching English as a foreign language, focusing on the role of intelligent systems in developing students' language communication skills. The results showed that AI-based applications help improve speaking and listening skills, and also contribute to providing opportunities for language practice outside the classroom (English for Iraq (6th Grade) Oxford, 2024 , p. 129) .

3 . Zhang et. al (2025)

This study conducted a comprehensive analysis of a large body of research on the use of artificial intelligence in language teaching. The analysis included 46 pilot studies on teaching English using AI tools. The results showed that the use of these technologies has a moderate to significant positive

impact on language learning, with the greatest impact observed in vocabulary acquisition, followed by reading, then writing, listening, and speaking (English for Iraq (6th Grade) Oxford, 2024 , p. 129).

4 . Ding & Yusof (2025)

This study focused on the use of intelligent conversational robots in English language teaching and their impact on learners' speaking skills and language anxiety. The results showed that using conversational robots contributes to improving fluency and accuracy in speaking, and also helps reduce anxiety associated with speaking English.

A review of previous studies reveals that artificial intelligence (AI) technologies have become highly decisive requirement in English language teaching. (Fauzi, v, p. 210)

Section Two : Artificial Intelligence and ELT

The educational process has witnessed a remarkable transformation , in recent years , as a result of the rapid development of artificial intelligence devices , which have become an integral part of modern educational environments. Artificial intelligence refers to computer systems capable of mimicking human cognitive processes such as learning, analysis, and decision-making .

Artificial intelligence is defined as a branch of computer science that aims to develop systems capable of performing tasks that typically require human intelligence, such as learning, analysis, and reasoning. In the field of education, it refers to the use of intelligent systems to analyze learners' data and provide personalized educational content tailored to their individual needs.

The proliferation of artificial intelligence (AI) has led to the emergence of new teaching methods based on adaptive learning , intelligent interaction , and learner data analysis. Fathi and Rahimi, (2024) and Wei (2023) (Fauzi, v, p. 241) agree that AI applications in foreign language teaching have demonstrated a significant positive impact on improving students' English language learning outcomes across various language skills.

Jeon (2024) states that artificial intelligence has become an important element in the development of language education because it provides interactive learning environments that help students practice the language continuously and receive immediate feedback about their language errors. (Iraq, p. 211)

Yan, Li, and Lowell (2025) emphasize that the integration of artificial intelligence into language teaching has led to the development of digital learning environments based on intelligent interaction and extended reality, enhancing learning opportunities and increasing the effectiveness of language acquisition (Iraq, p. 211)

2.1 Examples of AI Employment

Artificial Intelligence Employment in English Language Learning can be illustrated in :

a- The interactive whiteboard is one of the most important modern educational technologies that has contributed to the development of interactive learning environments, particularly in the field of foreign language teaching. It is an interactive electronic board that connects to a computer and a projector, enabling teachers and students to interact directly with the displayed digital content through touch or an electronic pen, thus allowing for the interactive display of texts, images, videos, and educational activities (Higgins, 2007, pp. 213–225) .

Smith, et.al , (2005) say that educational studies have proven that using interactive whiteboards in teaching English helps to enhance classroom interaction and motivate learners to actively participate in language activities, which contributes to improving vocabulary acquisition and developing the four language skills: listening, speaking, reading, and writing (Smith, 2005, pp. 91–101).

Furthermore, integrating multimedia into language content provides a rich learning environment that supports contextual language understanding and helps learners connect images, sounds, and texts, thus enhancing meaningful learning and increasing motivation. In addition, interactive whiteboards allow for collaborative and interactive activities such as sentence arrangement, vocabulary matching, and text analysis, which contribute to developing students' language communication skills in foreign language learning environments. Consequently, interactive whiteboards have become an effective educational tool in English language teaching, combining technological interaction with active learning, which supports language acquisition and makes the learning process more engaging and effective (Beauchamp, 2004, p. 114) .

b. Smart Chatbots

Chatbots are among the most important applications of artificial intelligence in English language teaching, as they allow students to interact with an intelligent system that simulates human conversation.

Fauzi et.al (2025) demonstrated that using AI-based applications can improve English language learners' speaking skills and reduce conversational anxiety (Fauzi, AI applications for EFL learners: Enhancing speaking performance and reducing anxiety., 2025, p. 317) .

Jeon (2024) indicates that interactive dialogue with intelligent systems helps students increase their fluency and confidence in using English language .

c. Adaptive Learning Systems

Adaptive learning systems rely on analyzing student performance and delivering educational content tailored to their level.

2.2 Advantages of AI Employment

Thus , it can be seen that the integration of Artificial Intelligence on ELT helps in :

a. Improving Language Skills

The use of artificial intelligence in English language teaching contributes to the development of learners' fundamental language skills .It is demonstrated that AI tools can significantly improve students' vocabulary, reading, writing, listening, and speaking skills (Zhang, 2025, p. 264).

Fauzi et al. (2025) agree that the use of AI-based educational applications helps students practice the language more frequently, leading to improved language fluency (Fauzi, AI applications for EFL learners: Enhancing speaking performance and reducing anxiety, v, p. 317) .

b. Increased Student Motivation to Learn

Smart educational applications contribute to making the learning process more interactive and enjoyable, thus increasing student motivation to learn.

c. Enhancing Self-Learning

Artificial intelligence helps provide opportunities for self-learning outside the classroom, allowing students to practice English anytime and anywhere.

2.3 Challenges Associated with Using Artificial Intelligence

Despite the significant benefits of AI technologies, there are some challenges associated with their use in education, including:

1. The need to train teachers in using modern technologies.
2. Excessive reliance on technology by students.
3. Some technical limitations in intelligent systems.

Salam and Ahmed (2025) indicated that many English language teachers face difficulties in integrating artificial intelligence tools into the curriculum due to a lack of training and suitable technological infrastructure (Salam, 2025, p. 223)

Based on the abovementioned facts , and despite all intersections , it is revealed that artificial intelligence (AI) devices and employment have become among the most important modern requirements contributing to the development of English language teaching. AI helps improve learners' various language skills, enhance their motivation to learn, and provide opportunities for self-directed learning.

However, the effective use of AI requires a balanced integration with the teacher's role in guiding the educational process, in addition to providing the appropriate technological infrastructure and necessary training for both teachers and students.

2.4 Sustainability and Learning

2.1.1 English language

Taking into consideration the data of the current reality in which we realize the importance of learning the English language as the basic foundation for learning various applied sciences such as medicine, engineering, physics, mathematics and other sciences, in addition to the tremendous technological developments that are taking place in our contemporary world, all of which are linked to the English language as it is the language of science and knowledge in the contemporary world .

Accordingly, the importance of acquiring the English language and proficiency in it was highlighted as a condition for achieving leadership in the sciences whose study requires the learner to be familiar with the English language and to express and understand it , taking into consideration that it (the English language) is one of the most common and widespread languages in scientific and technological search engines.

2.1.2 English language curriculum in primary schools .

The current curriculum for teaching English in primary schools is one of the most important and integrated curricula to cover and meet the intellectual and mental needs of primary school students, as the curriculum was prepared by a specialized committee in the Ministry of Education in cooperation with a number of foreign professors specialized in developing and formulating educational curricula .

It is a method in which we see clear fingerprints of the most important English universities concerned with the English language, namely the prestigious British University of Oxford , where it can be said that providing the appropriate educational environment for learning this method is sufficient to graduate students who possess linguistic proficiency in the English language and have the ability to acquire the future knowledge in various fields of study.

Based on this fact, this study came to meet the urgent need to consider the current reality in the extent of investing human energies, refining them and preparing them for the future. This is represented by studying the current reality of linguistic proficiency in the English language subject for sixth grade primary school , where the schools of Babylon Governorate were chosen to be the sample of the exploratory research. The following chapter will be dedicated to compare between some of governmental schools which adopt the traditional method of teaching , and a number of private schools which adopt the employment of laboratory and smartboard as supportive requirements in ELT (Iraq, p. 412) .

Section Three : Sample of the Study

In order to fulfill the required aims and objectives of the current research , the researcher selected a number of 66 primary schools in Babylon Governorate , as follows :

The study included 45 public (governmental) schools , in which English language was taught by means of normal classroom settings , without an employment of AI and smartboard aid These are employed to represent the control group of the research . The other (experimental) group included 21 private primary schools which adopt AI supportive material , represented by smartboard settings . These schools are distributed throughout the Babylon governorate's geographical area, in an effort to reach tangible, realistic results that reflect the level of students' linguistic achievement in the English language subject in primary schools, and to evaluate the actual level in these schools and provide solutions and proposals based on the results extracted from the current research sample in the academic year (2024-2025) . The data achieved can be shown as follows :

3.1 Governmental Schools (The Control Group)

Results of Sixth-Year Pupils' Performance in the 2024-2025 Ministerial English Examinations (First Attempt) in Hillah Primary Governmental Schools in Babylon Governorate.

Number	Name of the School	Total Number of Pupils	Number of Proficient Pupils	Number of Deficient Pupils
1	Zuhoor Babil (Girls)	106	24	46
2	Bint Al-Huda (Girls)	89	68	0
3	Al-Kifl (Boys)	50	0	39
4	Mahdi Al-Baseer (Boys)	62	2	46
5	Bakr Bin Ali (Both)	59	0	42
6	Noor Al-Islam (Girls)	52	0	37
7	Ar-Raranjiyah (Both)	186	2	163
8	Bilal (Both)	76	0	50
9	Omran Bin Ali (Boys)	64	4	30
10	Al-Qirtas (Boys)	87	10	56
11	Fanharah (Both)	70	5	37

12	Ibraheem Al-Khaleel (Boys)	100	3	90
13	Zuhoor Babil (Boys)	116	8	96
Total	13	1117	126 11,28 %	732 65.53 %

Results of Sixth-Year Pupils' Performance in the 2024-2025 Ministerial English Examinations (First Attempt) in Al-Muhaweel Primary Governmental Schools in Babylon Governorate

Number	Name of the School	Total Number of Pupils	Number of Proficient Pupils	Number of Deficient Pupils
1	Al-Muhaweel (Boys)	38	2	20
2	Al-Kindi (Both)	94	1	61
3	Al-Mansuri (Both)	57	1	42
4	Abi-Obaidah (Both)	39	None	32
5	AL – Mashroa (Boys)	100	2	79
6	Al-Neel (Boys)	46	8	9
7	Keesh (Boys)	58	None	35
8	AL – Mashroa (Girls)	84	22	12
9	Al-Faw (Boys)	55	1	36
10	Al-Faw (Girls)	66	3	27
Total	10	637	40 6,28 %	353 55,41 %

Results of Sixth-Year Pupils' Performance in the 2024-2025 Ministerial English Examinations (First Attempt) in Al-Musaiyab Primary Governmental Schools in Babylon Governorate

Number	Name of the School	Total Number of Pupils	Number of Proficient Pupils	Number of Deficient Pupils
1	Al-Dir'iyah (Both)	38	1	19
2	Hatam Al-Taa'i (Girls)	83	8	47
3	Al-Awfi (Both)	35	1	7
4	Al-Tadhiyah (Boys)	53	3	11
5	Samarra (Both)	76	7	30
6	Ar-Rumailah (Boys)	40	None	35
7	Al-Hashmiyat (Boys)	68	1	35
8	As- Sumood (Boys)	63	None	58
9	Al-Hidaiyah (Both)	26	None	19
10	Al-Aakhaa (Both)	61	8	25
11	Hatam Al-Taa'i (Boys)	95	1	70
Total	11	638	30 4.7 %	356 55.8 %

Results of Sixth-Year Pupils' Performance in the 2024-2025 Ministerial English Examinations (First Attempt) in Al-Hashimiyah Primary Governmental Schools in Babylon Governorate

Number	Name of the School	Total Number of Pupils	Number of Proficient Pupils	Number of Deficient Pupils
1	Al-Hamzah (Boys)	76	10	25
2	Ad-Dawha (Boys)	106	None	101
3	Iradat Al-Hayat (Both)	55	6	34
4	Ar-Rasool Al-Aa'dham (Boys)	80	None	57
5	Madeenat Al-Elm (Boys)	37	2	15
6	Al-Firdaws (Boys)	162	3	133
7	Al-Warkaa (Boys)	111	4	80

8	Al-Khulood (Both)	32	1	26
9	Ash- Shawmali (Girls)	33	9	2
10	Shuhadaa Al-Qasim (Boys)	106	1	102
11	Waleed Al-Ka'bah (Both)	22	None	17
Total	11	820	36 4.39 %	592 72.2 %

4.2 - Private Schools (The Experimental Group)

Pupils' performance and rates of proficiency and deficiency in English language ministerial examinations can be seen in the following table :

Results of Sixth-Year Pupils' Performance in the 2024-2025 Ministerial English Examinations (First Attempt) in Private Primary Schools in Babylon Governorate

Number	Name of the School	Total Number of Pupils	Number of Proficient Pupils	Number of Deficient Pupils
1	Al-Mazaya (Both)	104	58	9
2	Baghdad (Both)	22	1	14
3	Ar-Riyadah (Both)	39	7	18
4	At- Tareeq Ela Al- Me'ah (Both)	48	17	11
5	Al- Jood (Both)	53	38	None
6	Bawwabat Ishtar (Both)	6	2	2
7	Al- Ajial Al-Wa'edah (Both)	49	12	15
8	Ajial Al-Ghad (Both)	70	14	31
9	Akadimiyat At-Tufulah (Both)	98	26	40
10	Al- Qalam (Both)	30	8	10
11	Wahat Al- Elm (Both)	48	4	30
12	Az-Zahraa (Both)	41	12	4
13	Al-Malak (Both)	32	16	3
14	Mawtini (Boys)	33	12	3
15	Al-Mustaqbal (Both)	23	5	8
16	Al-Imam Ali Bin Abi Talib (Boys)	29	5	12
17	An- Nusoor (Both)	98	41	17
18	Gilgamesh (Both)	18	3	7
19	Ataa Al-Wareth (Girls)	51	40	لا يوجد
20	Anwar Al- Muhaweel (Both)	101	14	32
21	Anwar Jbalah (Both)	64	2	48
Total	21	1057	337 31,88 %	314 29,7 %

A Comprehensive Comparison of the Performance Results of Sixth-Year Students in the Ministerial Examinations for the English Language for the year 2024-2025 (First Attempt) Between Governmental Schools and Their Counterparts in Private Schools within Babylon Governorate.

Number of Governmental Schools	Total Number of Pupils in Governmental Schools	Number of Proficient Pupils	Number of Deficient Pupils
45	3212	232 = 7,22 %	2033 = 63,3 %
Number of Private Schools	Total Number of Pupils in Private Schools	Number of Proficient Pupils	Number of Deficient Pupils
21	1057	337 = 31,88 %	314 = 29,7 %
Total Number of	Total Number of the	Total Number of	Total Number of

the Schools included in the Study	Pupils included in the Study	Proficient Pupils	Deficient Pupils
66	4269	569 = 13,32 %	2347 = 54,98 %

Section Four : Conclusions and Recommendations

4.1 Results and Findings

The study included sixty-six primary schools , the total number was 4269 male and female pupils . The findings of the study showed that pupils' in governmental schools were considerably weak with reference to in English language proficiency . Out of 3212 pupils participating in final English language examination , we find that only 232 (7.22 %) pupils succeeded in achieving (90+) marks , whereas 2033 (63.3 %) achieved (59-) degrees in the same examination . On the other hand , private school pupils achieved better percentages in comparison with governmental schools . Out of 1057 pupils in private schools , we find that 337 (31.88 %) . In addition , the number of pupils scoring 59- degrees was decreased to reach 314 pupils (29.7 %) in the same examination . This difference in pupils' performance reflects the importance of employing supportive AI techniques and devices on pupils overall mastery , proficiency and linguistic competence .

4.2 Conclusions

Based on the results and findings mentioned earlier , it is concluded that AI employment helps in :

1. Improving basic language skills (reading, writing, listening, and speaking).
2. Increasing student motivation to learn.
3. Providing opportunities for language practice outside the classroom.
4. Reducing anxiety associated with learning a foreign language.

However, some studies indicate that AI should be used as an aid to the teacher and not as a replacement for him, in order to ensure a balance between technology and human interaction in the learning process.

5- Most governmental primary schools suffer from severe shortage in English language learning AI supplies and requirements .One of the most obvious cases is the absolute lack of smart boards in governmental schools , in comparison with private schools .

6- The abovementioned fact was reflected by pupils' lack of English language learning and understanding , especially in governmental primary schools .

4.3 Recommendations

For the sake of overcoming the difficulties and gaps , the researchers recommends the following :

- 1- Supporting primary teachers' of English language by training courses and workshops that focus on enhancing teachers' levels with recent AI technological , pedagogical , and supportive requirements .
- 2- Supporting Governmental schools with adequate AI devices , such as smartboards , laboratories and other equipment to help teachers and learners achieve the best results .
- 3- Timing is another crucial requirement . By this concept , it is recommended that there should be training classes prior to the first primary class , when children are at the age of four and five years old . As children join these preliminary informal classes and sessions , they will listen to the English language via different techniques that support the overall skills of listening , speaking , reading , and writing . It is noted that most successful **private** primary schools in Babylon governorate adopted this step . It is hoped that employing such a step in governmental schools will be reflected by better English levels for pupils in English language learning and understanding .

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