



Kurdish EFL Students' Perceptions towards AI-Powered Platforms for Learning English Grammar

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Abstract

The accelerated advancements of AI have extended to all the areas of learning English as a foreign language, including grammar learning. This study aims at investigating Kurdish EFL students' perceptions and perceived feelings towards the use of AI-powered platforms for learning and improving English grammar. It additionally aims to explore whether the students can master English grammar solely through the use of AI-powered platforms, in absence of the traditional learning methods of grammar. This study employs a quantitative research approach administering a survey questionnaire to 118 Kurdish EFL students at Salahaddin University. The findings point out that the Kurdish EFL students perceive AI-powered platforms as good means for improving English grammar proficiency and they hold a favorable feeling towards the platforms. The findings further showcase that the students believe that they cannot master English grammar by relying solely on the AI-powered platforms. They rather find AI-powered platforms more effective when they are integrated into the traditional learning methods of grammar.



About the Journal

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1. Introduction

The study of artificial intelligence (AI) delves into how computers outperform humans in specific activities in the contemporary period (Rich & Knight, 1991). In 2013, Badora, et al. stated that artificial intelligence revolves around simulating the cognitive skills of the human brain to replicate intelligence. AI has brought about significant changes in the structure of every industry and has exponentially increased the availability of advanced tools used in the day-to-day lives of every individual. The state of the advanced technology has brought about evident changes in the domain of education as persistent endeavors are made to include AI into the realms of teaching and learning (Kim & Kim, 2022). Therefore, in the contemporary era, applying artificial intelligence is a prerequisite for keeping pace with educational renaissance anticipated in the future of 2030 (Aljohani, 2021). The advent of AI brought about new elements that could affect existing classroom practices. With the change expected to extend to all subject areas, including English as a Foreign Language (EFL), there exist technologies that can execute tasks typically carried out by the teachers. For instance, AI-driven applications (apps) exist that can provide feedback on students' writing without the need of teachers' help. The feedback includes concise yet thorough explanations of grammar mistakes along with examples; and this is one way for learners to practice personalized method and learn grammar in use/context. Besides grammar, there are analogous applications available for other EFL areas, such as speaking, writing, listening, reading and vocabulary learning. Additionally, these apps have mobile device versions available which increase accessibility and convenience of learning for learners (Stockwell, 2016) and provide authentic learning situations and in self-regulation modes (Persson & Nouri, 2018).

As AI technologies have begun to permeate EFL classrooms, they exhibit potential as helpful companions for both teachers and students in teaching and learning English grammar (Sumakul, et al., 2022). Hence knowing students' perceptions of AI for learning English grammar is of great importance.

As far as the researcher is cognizant, there has been no research undertaken in this particular area of investigation. Therefore, this study aims at exploring Kurdish EFL Students' Perceptions of AI-Powered platforms for learning English grammar. This study addresses the research questions outlined below:

- 1 To what extent do AI-powered platforms help Kurdish EFL students improve their English Grammar? In what aspect mostly?
- 2 .What are the students' perceived feelings about the AI-powered platforms for learning grammar?
3. To what degree do students master English grammar solely through the use of AI-powered platforms?

2. AI-Powered Platforms for Learning English Grammar

Cognitive, emotional and social skills used to be human-exclusive formerly are now being realized on AI gradually, heralding profound changes in the field of education and teaching methodologies. In the domain of EFL, AI-powered platforms are available for various EFL areas, such as speaking, writing, listening, reading, vocabulary learning and grammar learning is no exception to this trend (Zhao & Liu, 2019).

Grammar check software traces back its origins to the launch of Grammarly in 2009 (Lytvyn, 2022) and ProWritingAid in 2012 (Schmidt-Fajlik, 2023). Both softwares are AI-driven grammar-checking software that detect grammar, style and readability errors in texts. They provide corrective feedback and suggestions to refine sentence structure, word selection, and the overall writing style efficiently and automatically (Jin, 2018). Over the previous decade, the use of these programs has seen a remarkable rise, with Grammarly having over 30 million users including language learners and native speakers (O'Neill & Russell, 2019).

Besides Grammarly and ProWritingAid, many other grammar and spell-checking tools are available such as; WhiteSmoke (2000), Ginger (2007), Reverso (2010), Scribens (2017). Furthermore, there are numerous AI-powered chatbots and apps by which students can practice their English such as ChatGPT and Snapchat AI. There are apps that offer grammar exercises along with personalized feedback on the exercises such as, Busuu, SentenceMaster, English Grammar in Use (App). AI-powered platforms for learning English language have extended beyond these and use gamified elements to make language learning in general and grammar specifically, compelling such as Duolingo and Lingodeer .

Many researches have been conducted about the grammar checking softwares and if they improve students' writing and grammar accuracy. Chen & Pan (2022), Ghaemi & Bayati (2021), Ghufroon & Rosyida (2018), and Tran & Nguyen (2021) came to a similar conclusion, with their research indicating that grammar-checking software benefitted EFL learners' writing ability and overall language development. In addition, Chan & Tsi (2023) investigated the capacity of AI in replacing human teachers or assisting them in higher education. The findings reveal that despite the fact that AI becomes more widespread in education, students still value and respect human teachers. Further studies have been conducted to explore the effectiveness of AI in enhancing students' writing abilities. Le (2023) explored how students view the utilization of AI technology in the context of English writing classes. The study finds that students generally favor AI writing tools due to their accessibility, adaptability, and simplicity. However, challenges persist, including learners' technological anxiety and the shortage of tool variety. Alammam & Amin (2023), in their study, examined EFL students' perceptions of using Automated Proofreading Tools (APTs) in their academic writing activities. The study's results indicate that EFL students hold positive perceptions regarding the usage of Automated Proofreading Tools (APTs), regarding them as beneficial instruments that greatly influence their academic writing process. It is recommended that while APTs offer assistance to EFL students, it is imperative for students not to excessively rely on them. Instead, students should prioritize learning how to paraphrase effectively to assess the appropriateness of texts generated by APTs. An additional study conducted by Lee et al. in 2024 examined the perspectives of Korean university students on artificial intelligence (AI)-based writing tools, which include tools guided by machine learning such as Google Translate and Naver Papago, and generative AI tools like Grammarly. The study results indicate that AI-based writing tools could be beneficial for improving the writing skills of English language learners (ELLs). Additionally, ELLs observed the strengths and weaknesses of each AI-based tool, including the accessibility of translation machine learning and the error-checking capabilities of generative AI.

There is robust academic literature surrounding the use of AI chatbots for facilitating English language learning. Nghi et., al (2019) did a study on applying AI chatbots for helping students learn some English prepositions and further explore students' interests, engagements, and performances. The results manifest that the integration of AI chatbots into teaching methods yields substantial benefits for students, enhancing their overall learning outcomes. Moreover, the AI chatbot also sparks enthusiasm and enjoyment in their learning endeavors. In the same regard, Mohamed & Alian (2023) investigated the attitudes of EFL students towards the use of chatbots for language acquisition skills in terms of usability, precision, assessment and strengths. The study revealed that language learners are attracted to chatbots because they facilitate autonomous learning, encouraging learners to take charge of their own learning process. Furthermore, they believed that the chatbot might imitate an interaction cycle, providing them with the means to practice the target language. Another study conducted by Omar et., al. (2024) endeavored to examine the capacity of ChatGPT in improving English language learning among Jordanian students, while also aiming to compare the efficacy of English learning among these students both pre- and post-implementation of ChatGPT as a

learning aid. The results show that ChatGPT demonstrates a significant and beneficial impact on the development of English language proficiency among Jordanian students.

Regarding the effect of AI on critical thinking, Darwin et al., (2024) aimed to thoroughly explore the viewpoints of English as a Foreign Language (EFL) students concerning the benefits and limitations of Artificial Intelligence (AI) within the context of critical thinking. Students acknowledged the effectiveness of AI in enhancing different dimensions of critical thinking, such as conducting academic research and critically analyzing theories. Furthermore, concerns were expressed regarding the limitations of AI, including its inability to provide personalized experiences, the potential to create echo chambers, and challenges in grasping nuanced understanding.

Despite the abundance of quality research on AI's application in teaching and learning English as a Foreign Language (EFL), there remains a notable gap in research concerning EFL students' perceptions towards AI's utilization for grammar learning. Many Kurdish EFL students use AI-powered platforms for learning English grammar (see Table 1). For this reason, it is crucial to investigate how students perceive those AI-powered platforms for learning English grammar.

3. Research Methodology

3.1. Research Approach

A quantitative research approach is adopted in this study in which numerical data has been collected and analyzed statistically. The research design employed is cross-sectional which includes gathering information on various variables from the participants of a study at a specific point in time (Dornyei, 2007). AI is evolving in rapid advancements and students may change their perceptions due to the new advancements and the new AI-powered platforms being presented to the labor market day by day. Therefore, cross-sectional design is selected because it investigates the students' perceptions of the AI-powered platforms at a specific point in time that is January 2024. Hence, this research provides a transient glimpse of how students perceive the AI-powered platforms for learning grammar in one month only and the participants may change their perceptions after this specific point of time as AI is advancing swiftly. Another reason for the choice of the research design is that it is more feasible as resources in terms of time, money and personnel are limited.

3.2. Hypothesis of the Study

This study hypothesizes that the AI-powered platforms enhance students' proficiency in grammar as they are great platforms where students get personalized feedback on their grammatical mistakes and get a chance to practice their English grammar with AI as a conversation chatbot.

3.3. Population and Context

This research was conducted at College of Education in Salahaddin University that is situated within the capital city, Erbil, of Kurdistan Region. The study participants were 118 juniors at the Department of English Language at the college mentioned above, consisting of 28 males and 90 females. The age range of the students is 19-23 years old. All the 118 Kurdish students were of English major and in their third-year of study in 2023-2024. The third-year students were the sample size of this study because they have taken grammar module in their first and second year and currently taking a grammar module under the name 'syntax'. The researcher conducted a survey to gather information about whether the participants of the study use AI-powered platforms for learning and practicing their English grammar and which platform is the most preferred one amongst them. Table 1 shows the number of the participants of the study who use the AI-powered platforms for learning and improving their English grammar.

AI-Powered Platforms	Students using the platform	
	No.	%
Grammarly	99	84%
ProWritingAid	18	15%
Scribens	98	83%
Duolingo	108	92%
ChatGPT	115	98%
Snapchat AI	118	100%
Busuu (app)	10	9%
SentenceMaster (app)	52	44%
English Grammar in Use (app)	114	97%
Quillbot	80	68%

Table 1: The Number of the Third-Year Students who Use the AI-powered Platforms for Learning and Improving their English Grammar

The data in Table 1 shows that all the students, with no exception, use Snapchat AI for improving and practicing their English grammar. The app of English Grammar in Use and ChatGPT are used by almost all the students. Duolingo, Grammarly, Scribens and Quillbot are commonly utilized among the students. Moreover, 15% of the students have the experience of using ProWritingAid, 44% of the students use SentenceMaster, and 9% use Busuu for learning English grammar.

As per the data presented in Table 1, all the students have already experienced and used the AI-powered platforms for learning, improving and practicing their English grammar. Therefore, they are suitable participants for the study and their answers will be convenient and valid to the aims of the study.

3.4. Research Instrument and Data Collection

As this study employs a quantitative research approach, a survey questionnaire was used to collect the quantitative data. The survey questionnaire was self-designed. To test the reliability of the questionnaire, a pilot study was conducted on 10 participants. Based on the findings of the pilot study, minor revisions were made to the wording of certain questions to enhance clarity, and redundant or irrelevant items were eliminated to streamline the questionnaire. The finalized version of the questionnaire was then used for the main data collection phase of the study, ensuring that the instrument was robust and suitable for capturing the intended research variables.

The survey questionnaire comprises two sections. The first section asked for the students' demographic information and the AI-powered platforms that they use the most for learning English grammar (see 3.3) .

The second section of the questionnaire was of three parts. The first part included 10 variables/statements investigating if the AI-powered platforms help Kurdish EFL students to improve their English grammar. The second part of the section contained a total of 13 variables exploring students' perceived feelings about the AI-powered platforms for learning English grammar. The third and final part included five variables examining whether the students can master English grammar only with the help of AI-powered platforms or they need the traditional classrooms .

Furthermore, the questionnaire was five-point Likert scale which consists of five response options allowing the students to choose whether they strongly agree, agree, not sure, disagree or strongly disagree .

The content validity of the questionnaire was ensured by showing the questionnaire to 4 professors who were experts and specialized in the field of grammar learning and teaching. Amendments were made to the questionnaire based on their recommendations of aligning the

variables to the research objectives. Eventually, the physical copies of the questionnaire were distributed on the 118 Kurdish EFL students and they all agreed to participate and filled out the survey by hand with the researcher being present.

3.5. Data Analysis

The quantitative data is analyzed using descriptive statistics. Descriptive statistics were performed because the research questions can be scrutinized and analyzed via this type of performance. The statistical software that was used to conduct the statistical analysis is SPSS version 21.0.

4. Results

This study aims to explore the Kurdish EFL students' perceptions about the use of AI-powered platforms for improving their grammar skills. In so doing, the quantitative data were collected from survey questionnaires and the analysis produced the results explained in the following sections.

4.1. Kurdish EFL Students' Perceptions towards AI-Powered Platforms for Improving English Grammar

Questions in this part of the questionnaire pertain to whether AI-powered platforms improve Kurdish EFL students' English grammar. A set of 10 variables (i.e., questions) constituted this part.

Variables	N	Mean	Std. Deviation
1. I think AI-powered platforms have the potential to help me improve my proficiency in English grammar.	118	1.821	0.816
2. The AI-powered platforms excel in dispensing information about English grammar.	118	1.718	0.981
3. AI-powered platforms provide practical examples of grammatical structures in various contexts that help me immensely.	118	1.607	0.776
4. I can practice my English grammar with AI-powered platforms since the platforms simulate conversations.	118	1.915	1.141
5. AI-powered platforms adjust the difficulty level of grammar exercises based on individual performance that really meets my needs.	118	1.889	1.015
6. I am content with AI-powered platforms implementing spaced repetition algorithms to present grammar concepts at increasing intervals which reinforces my memory and retention.	118	1.915	1.368
7. I feel contented that AI-powered platforms extract valuable insights from my data so as to adapt learning materials and activities to my specific needs, pace and learning style and provides practice exercises accordingly.	118	1.974	0.914
8. AI-powered platforms make the process of learning grammar easier.	118	2.248	1.286
9. I find AI-powered platforms really helpful for me since they provide real time feedback which enables timely identification of areas that need improvement and suggestions for improving sentence structure and word choice.	118	1.573	1.037
10. Explanations for my grammar mistakes by AI-powered platforms prove beneficial for me.	118	1.846	1.127

Table 2: Kurdish EFL Students' Perceptions towards AI-Powered Platforms for Improving English Grammar

Table 2 displays the descriptive statistics for the participants' perceptions regarding the use of AI-powered platforms for improving English grammar. The mean scores imply predominantly positive perceptions concerning diverse facets of the use of AI-powered platforms for improving English grammar. Overall, the standard deviation is low in all the variables and this implies that the data is dispersed around the mean. Specifically, the students registered a significantly low mean score ($M=1.821$, $SD= 0.816$) indicating that the AI-powered platforms are quite helpful for improving their grammar proficiency. In addition, the

students perceived AI-powered platforms as excellent sources for dispensing information about grammar, as reflected in the mean score ($M= 1.718$, $SD= 0.981$) for this item. Moreover, the students generally agreed that the the AI-powered platforms for learning grammar help them because they provide practical in-context examples, allow them to practice their grammar, and adjust the difficulty level of the exercises based on the student's individual performance, as substantiated by the mean scores ranging from 1.607 to 1.915. Furthermore, the students find AI-powered platforms great because they present grammar concepts at increasing intervals, they adapt learning materials and activities to students' specific needs, pace, and learning style, and they make grammar learning easier for them, as confirmed by the mean scores ranging from 1.915 to 2.248. Additionally, the students perceive the AI-powered platforms beneficial because they provide timely feedback and suggestions for improving sentence structure and word choice, along with explanations for their grammar mistake, as evidenced by the mean scores ranging from 1.573 to 1.846.

4.2. Kurdish EFL Students' Perceived Feelings about the AI-Powered Platforms for Learning English Grammar

This part of the questionnaire seeks participants' responses regarding how they feel about the use of AI-powered platforms for learning English grammar. This part was composed of 13 variables. The mean scores across various variables demonstrate favorable feelings of students towards the use of the AI-powered platforms. Mostly, the low standard deviation across all the variables indicates that the data is closely grouped around the mean.

Variables	N	Mean	Std. Deviation
1. AI-powered platforms incorporate gamified approaches to make learning grammar more engaging, fun and enjoyable for me.	118	2.162	1.371
2. I feel happy that AI-powered platforms can answer all my questions about English grammar.	118	1.667	1.152
3. AI-powered platforms can make mistakes. So, I doubt the answers they give sometimes.	118	2.043	1.185
4. I find the language that is produced by AI-powered platforms non-natural and decontextualized.	118	1.786	0.945
5. I believe AI-powered platforms are great as they are available around the clock (i.e., 24/7) and provide me with the flexibility to study grammar at my own pace and convenience.	118	1.615	1.159
6. The use of AI-powered platforms boost my motivation to learn and improve my grammar.	118	2.299	1.176
7. I am okay with not being able to build rapport with the AI-powered platforms as I can build with a human teacher.	118	3.325	1.701
8. It doesn't bother me that AI-powered platforms don't empathize with me.	118	2.974	1.595
9. I find it irritating that AI-powered platforms have difficulty to understand me as a human being.	118	2.658	0.882
10. I relish/enjoy learning English grammar through AI-powered platforms.	118	2.368	1.208
11. AI-powered platforms instill curiosity and passion for learning grammar in me.	118	2.897	1.533
12. I feel happy that I can learn grammar on my own via AI-powered platforms without the need of anyone (autonomy).	118	3.060	1.464
13. I am satisfied with the collaborative tasks the AI-powered platforms provide.	118	3.974	1.054

Table 3: Kurdish EFL Students' Perceived Feelings about the AI-Powered Platforms for Learning Grammar

As portrayed in Table 3, the students reported a moderately high mean score ($M= 2.162$, $SD= 1.371$) suggesting that the students find the AI-powered platforms engaging, fun and enjoyable due to the gamified elements included in the grammar practices. Moreover, the students feel happy about getting answers for all the questions they have though the platforms ($M=1.667$, $SD= 1.152$). However, they feel doubtful of the answers as the AI-powered platforms might make mistakes and they find the language used by AI-powered platforms is non-natural and decontextualized, as substantiated by the mean scores 2.043 and 1.786 respectively. Additionally, the students feel great about the AI-powered platforms as they are available 24/7 and they feel the platforms enhance their motivation to learn and improve their grammar, as evidenced by the mean scores 1.615 and 2.299 respectively. In contrast, around half of the students do not feel okay about not being able to build rapport with platforms, not getting empathy from the platforms and not being understood by the platforms as compared to a human teacher, as confirmed by the mean scores ranging from 2.658 to 3.325. In addition, the reported mean scores suggest that the students immensely enjoy learning English grammar through AI-powered platforms as they instill curiosity and passion for learning grammar in them and provide autonomy, as substantiated by the mean scores ranging from 2.368 to 3.060. Finally, the students recorded a significantly high mean score ($M=3.974$, $SD= 1.054$) indicating that the collaborative tasks that the AI-powered platforms provide are not very satisfactory for them.

4.3. Kurdish EFL Students' Perceptions towards the Use of AI-Powered Platforms for Mastering English Grammar in the Absence of the Traditional Methods

This part of the questionnaire asked for students' perceptions of whether the mere use of AI-powered platforms can help them master their English grammar, independently of the traditional methods of teaching grammar. This part consisted 5 variables.

Variables	N	Mean	Std. Deviation
1. AI-powered platforms are good means of learning English grammar.	118	1.940	0.976
2. The use of only the AI-powered platforms has a moderate impact on students' learning of grammar.	118	2.615	1.166
3. Learning English grammar through AI-powered platforms is less terrifying than learning it in class using the traditional methods.	118	2.094	1.246
4. I can't master English grammar without the traditional methods and only AI.	118	1.427	0.903
5. AI-powered platforms are more effective when used as supplements to traditional learning methods.	118	1.821	1.134

Table 4: Kurdish EFL Students' Perceptions towards the use of AI-Powered platforms for mastering English Grammar in the absence of the traditional methods

As depicted in Table 4, Generally, the standard deviation is low in all the variables and this implies that the data is closely clustered around the mean. The mean scores across various variables range from 1.427 to 2.615. The mean scores demonstrate that although the students find the AI-powered platforms as good means of learning English grammar and less terrifying than the traditional classes, the students believe that they cannot master English grammar solely through the use of AI-powered platforms. They perceive the AI-powered platforms more effective when used as supplements to traditional learning methods.

5. Discussion

The key objective of the study was to investigate Kurdish EFL students' perceptions and feelings towards the use of AI-powered platforms for learning English grammar. The succeeding paragraphs discuss the results of the questionnaire so as to answer the research questions.

The results of the first part of the questionnaire showcase that Kurdish EFL students perceive AI-powered platforms as good means for improving their English grammar proficiency and most of them are in agreement that the AI-powered platforms are great sources for dispensing information about grammar and they immensely help them by providing practical in-context examples of the grammatical structures. Arriving at a comparable result, Omar et., al. (2024), in their study, reveal that the use of ChatGPT has a significant and beneficial impact on Jordanian students' English language proficiency. Moreover, Ghufroon & Rosyida (2018), Tran & Nguyen (2021), Ghaemi & Bayati (2021) and Chen & Pan (2022), in their research, arrived at a closely aligned conclusion that grammar-checking softwares benefit EFL learners' writing ability and overall language development. Likewise, Alammam & Amin (2023), Le (2023), and Lee et al. (2024) reach a comparable conclusion that the students perceive the utilization of AI-writing tools positively for improving the writing skills of English language learners.

Moreover, majority of the students are in consensus that AI-powered platforms are very helpful for practicing their grammar as they simulate conversations. Most of the students share a common perspective about AI-powered platforms being helpful in adjusting the difficulty level of the exercises based on their performance. There is consensus among the students that AI-powered platforms for learning grammar are good as they present grammar concepts at increasing intervals that helps them reinforce their memory and retention and further adapts learning materials and activities to their specific needs, pave and learning style. Furthermore, they believe that AI-powered platforms make grammar learning easier for students. Besides, most of them are in agreement that AI-powered platforms are helpful because they provide timely feedback and they find the explanations for their mistakes useful for them.

Findings stemming from the second part of the questionnaire reveal students' feelings towards the AI-powered platforms for learning grammar. Most of the students are in accord that the gamified elements incorporated in the grammar practices by the AI-powered platforms are engaging, fun and enjoyable. Almost all the students feel happy about the fact that the AI-powered platforms can answer all their questions with no exception. Nghi et., al's (2019) conclusions align with this finding. The study reveals that AI chatbots spark enthusiasm and enjoyment in students in their learning process.

In contrast, a substantial number of students share a common feeling of doubtfulness towards the AI-powered platforms as they make mistakes and they further feel that the language used by AI-powered platforms is non-natural and decontextualized. Around half of the participants get bothered with the fact that AI-powered platforms don't empathize with them as a human being while the other half are okay with it. The majority of the students didn't have a clear opinion if they get irritated by the fact that the platforms have difficulty to understand them as a human being and they do not feel okay with the fact that they are not able to build rapport with the AI-powered platforms as they do with human teachers. Chan & Tsi (2023) in their study, reached a conclusion that closely mirrors the findings of the current study. They state that although the use of AI has seen an increasing ubiquity, students remain valuing and respecting human teachers.

Additionally, a consensus is observed among most students that the AI-powered platforms are great as they are available 24/7. They further feel that the platforms boost their motivation to learn and improve their grammar. A substantial number of students exceedingly enjoy learning English grammar through AI-powered platforms. A sizable portion of students are in consensus that the AI-powered platforms have the potential to instill curiosity and passion for learning grammar in them. They further feel happy about the fact that AI-powered platforms make them autonomous learners and they can learn on their own. Contrariwise, majority of the students are not satisfied with the collaborative tasks that the AI-powered platforms provide for learning grammar. Mohamed & Alian's (2023) study reveals the same results stating that chatbots facilitate autonomous learning, encouraging learners to take charge of their own learning process.

Findings emanating from the questionnaire's third and final part show whether the students can master English grammar by relying solely on the AI-powered platforms. Most of the students are in consensus that the AI-powered platforms are good means for learning English grammar and their use has a moderate impact on grammar learning. Moreover, they perceive learning grammar through AI-powered platforms less terrifying than learning it in class via the use of the traditional methods. In contrast, almost all the students hold a strong belief that they cannot master English grammar through the sole use of the AI-powered platforms and without the traditional methods. Additionally, they firmly believe that the AI-powered platforms for learning English grammar is more effective when used as supplements to traditional learning methods. Darwin et al., (2024) reveal that AI has limitations in terms of providing personalized experiences, the potential to create echo chambers, and challenges in grasping nuanced understanding. Hence, they conclude that AI can be beneficial if a balanced approach is taken to capitalize the strengths of AI and being aware of its limitations simultaneously is necessary for cultivating a robust use of AI among EFL students.

6. Conclusions

The aims of the study were to manifest Kurdish EFL students' perceptions towards using AI-powered platforms for improving English grammar proficiency, their perceived feelings, and to investigate whether it is feasible for students to master English grammar solely through the utilization of the AI-powered platforms. The study brings to light that Kurdish EFL students perceive AI-powered platforms as beneficial tools for improving their English grammar proficiency as they can serve as valuable tools for practicing grammar, providing personalized feedback, and catering to individual learning needs, pace, and styles. These findings validate the proposed hypothesis that the AI-powered platforms make strides in improving students' proficiency in grammar.

In addition, Kurdish EFL students hold a positive feeling towards the use of AI-powered platforms. Although they have a feeling of doubtfulness that the AI-powered platforms make mistakes and the language used by them is non-natural and decontextualized, they find it engaging, fun and enjoyable boosting their motivation and instilling curiosity and passion for learning grammar in them. However, they feel that they are unsettling for them because they lack certain human features, such as not being able to build rapport with students and not empathizing with them as a human teacher.

Additionally, despite the ease and the positive impact the AI-powered platforms bring to learning grammar, the students hold a strong belief that they cannot master English grammar by relying solely on the AI-powered platforms without the traditional methods. Therefore,

the Kurdish EFL students perceive the AI-powered platforms more effective when they supplement traditional learning methods of English grammar.

Educators can consider integrating AI-powered platforms into their teaching methodologies to enhance English grammar proficiency among Kurdish EFL students. Educators can further provide reassurance, guidance and support to help students develop confidence in using AI-powered tools effectively.

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تېروانینی خویندکارانی کورد بۆ پلاتفۆرمی زیرهکی دهستکرد بۆ فیربوونی ریزمانی ئینگلیزی

نهوشه غالب

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پوخته

پیشکوهتی خیرای زیرهکی دهستکرد بۆ هه‌موو بواره‌کانی فیربوونی ئینگلیزی وهک زمانیکی بیانی فراوان بووه، یه‌کیک له‌و بواره‌نه‌ فیربوونی ریزمانه. ئامانجی ئهم توێژینه‌وه‌یه لیکۆلینه‌وه‌یه له‌سه‌ر تېروانینی خویندکارانی کوردی EFL و هه‌ستیان به‌رامبه‌ر به‌کاره‌یتانی پلاتفۆرمی زیرهکی دهستکرد بۆ فیربوونی و باشتکردنی ریزمانی ئینگلیزی. هه‌روه‌ها ئامانجیه‌ تی که بزانی‌ت ئایا خویندکاره‌کان ده‌توانن ریزمانی ئینگلیزی فیربین به‌ ته‌نها له‌ رێگه‌ی به‌کاره‌یتانی پلاتفۆرمی زیرهکی دهستکرده‌وه، بئ‌ئوه‌ی میتۆده‌ نه‌ریتییه‌کانی فیربوونی ریزمانی به‌کار به‌یتنریت. ئهم لیکۆلینه‌وه‌یه رێگای توێژینه‌وه‌ی چه‌ندایه‌تی به‌کارده‌ه‌یتیت بۆ به‌رپۆه‌بردنی پارسییه‌ک بۆ 118 خویندکاری کوردی EFL له‌ زانکۆی سه‌لاحه‌ددین. ئه‌نجامه‌کان ئاماژه‌ به‌وه‌ ده‌که‌ن که خویندکارانی کوردی EFL پلاتفۆرمه‌کانی زیرهکی دهستکرد به‌ ئامرازیک‌ی باش ده‌زانن بۆ باشتکردنی شاره‌زایی ریزمانی ئینگلیزی و هه‌ستیک‌ی باشیان هه‌یه به‌رامبه‌ر پلاتفۆرمه‌کان. ئه‌نجامه‌کان ئه‌وه‌ نیشان ده‌ده‌ن که خویندکاره‌کان باوه‌ریان وایه ناتوانن ریزمانی ئینگلیزی فیربین ته‌نها به‌ پشتبه‌ستن به‌ پلاتفۆرمه‌کانی زیرهکی دهستکرد. ئه‌وان به‌ پێچه‌وانه‌وه‌ پلاتفۆرمه‌کانی زیرهکی دهستکرد کاریه‌گه‌رت‌ر ده‌بینن کاتیک تیکه‌ل ده‌کړن به‌ میتۆده‌کانی فیربوونی نه‌ریتی ریزمان.

وو‌شه سه‌ره‌تاییه‌کان: پلاتفۆرمی زیرهکی دهستکرد، زیرهکی دهستکرد، خویندکارانی EFL، ریزمان، تېروانین.

تصورات طلاب اللغة الإنجليزية كلغة أجنبية في إقليم كردستان تجاه منصات الذكاء الاصطناعي لتعلم قواعد اللغة الإنجليزية

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ملخص

تقدم التقدّمات المتسارعة في مجال الذكاء الاصطناعي إلى جميع مجالات تعلم اللغة الإنجليزية كلغة أجنبية، بما في ذلك تعلم قواعد اللغة. يهدف هذا البحث إلى التحقيق في تصورات ومشاعر طلاب اللغة الإنجليزية كلغة أجنبية في إقليم كردستان تجاه استخدام منصات الذكاء الاصطناعي في تعلم وتحسين قواعد اللغة الإنجليزية. كما يهدف أيضاً إلى استكشاف ما إذا كان يستطيع الطلاب إتقان قواعد اللغة الإنجليزية فقط من خلال استخدام منصات الذكاء الاصطناعي، في غياب الأساليب التقليدية لتعلم قواعد اللغة. يعتمد هذا البحث على نهج بحث كمي يقوم بتنفيذ استبيان لـ 118 طالباً كردياً يدرسون اللغة الإنجليزية في جامعة صلاح الدين. تشير النتائج إلى أن طلاب اللغة الإنجليزية كلغة أجنبية في إقليم كردستان يرون منصات الذكاء الاصطناعي كوسيلة جيدة لتحسين إتقان قواعد اللغة الإنجليزية ويحملون شعوراً إيجابياً تجاه هذه المنصات. تظهر النتائج أيضاً أن الطلاب يعتقدون أنهم لا يمكنهم إتقان قواعد اللغة الإنجليزية من خلال الاعتماد فقط على منصات الذكاء الاصطناعي، بل يجدون أن منصات الذكاء الاصطناعي أكثر فعالية عندما تدمج في الأساليب التقليدية لتعلم قواعد اللغة.

الكلمات المفتاحية: منصات الذكاء الاصطناعي، الذكاء الاصطناعي، طلاب اللغة الإنجليزية كلغة أجنبية، قواعد اللغة، تصور.