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Kurdish Teachers and Students' Perceptions towards the Impact of AI on Teaching EFL at Salahaddin University

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Abstract

Artificial intelligence has become increasingly prevalent in the education field; hence, knowing teachers' and students' perceptions of AI's use in educational contexts is crucial. This study investigates Kurdish EFL students' and teachers' perceptions of using AI to improve students' English language proficiency. It further aims to explore their perceptions towards the use of AI in the education field. A mixed-methods approach has been utilized to achieve the aims of the study. A survey questionnaire was distributed to 421 students and 30 teachers majoring in English at Salahaddin University. A semi-structured interview was conducted with 30 senior students and 15 teachers to collect the qualitative data. The results disclose that Kurdish EFL students and teachers perceive the use of AI as an impactful means for improving students' writing, speaking, reading, listening, and pronunciation skills. The findings further unveil that the teachers and students perceive AI as both a threat and an opportunity to the field of education, as there are disadvantages and advantages to it



About the Journal

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1. Introduction

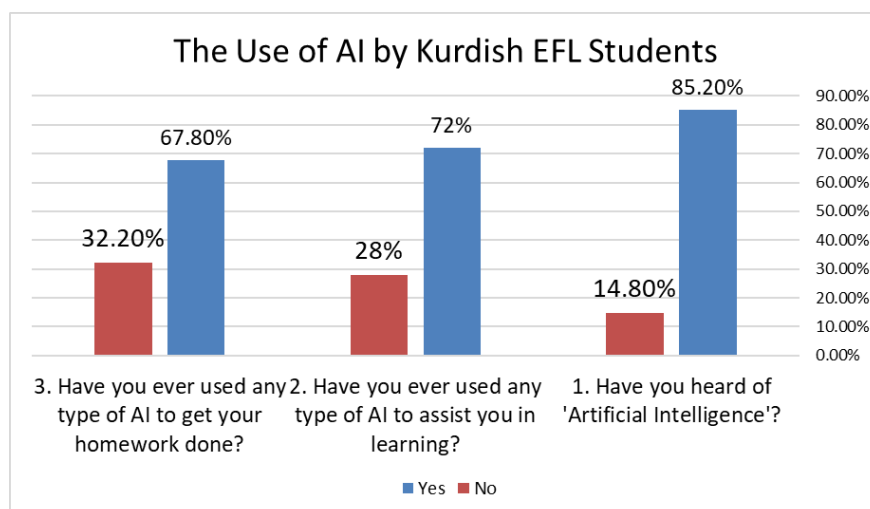
The implementation of AI in the education sector can be traced to the early days of artificial intelligence research in the 1960s through the 1980s (Nwana, 1990). In the 1960s, researchers began to develop early computer programs aimed at supporting learning. One notable example is the work of Christopher Strachey, who created the "Love Letter" program in 1962. This program could generate simple sentences in English, demonstrating the potential for computers to assist with language learning.

Artificial Intelligence (AI) has driven notable advancements across various fields in the last decade, and its impact on teaching and learning is no exception. AI in education has the potential to revolutionize the way students learn and teachers instruct. According to a study on the impact of AI in teaching and learning, AI can enhance administrative duties, improve instructional methods, and provide personalized learning experiences. AI-powered systems can automate administrative tasks such as grading, scheduling, and data analysis, allowing teachers to focus more on teaching and student engagement. According to this viewpoint, AI could be viewed as an instrumental companion for not only the learners but also the teachers (Persson & Nouri, 2018).

Nevertheless, incorporating AI in education also raises concerns and debates. Regarding EFL classrooms, recent developments in AI technology indicate that EFL teachers' roles are also being disrupted. Technologies now exist that can perform tasks traditionally carried out by teachers. For instance, there are AI-powered programs or applications (Apps) that could provide grammatical feedback on students' writing without the help of a teacher. The feedback is accompanied by thorough, but brief explanations and examples (Stockwell, 2016). Therefore, it is crucial to strike a balance between AI and human interaction in the classroom.

In most of the universities in Kurdistan (e.g., Salahaddin University), the majority of the teachers and students use AI for both teaching and learning. The researchers conducted a survey via the use of google form to explore if students and teachers are aware of AI and whether they use it in the learning and teaching process. The link to the survey was sent to Viber groups of the students and teachers to answer. Amongst 1184 EFL students at 3 colleges in Salahaddin University, namely College of Education, College of Languages, and College of Basic Education, 72% of them have used AI to assist them in learning and nearly 68% have used AI to get their homework done, as shown in Figure 1.

Figure 1: The Use of Artificial Intelligence for Learning by Kurdish EFL Students at Salahaddin University



Moreover, as shown in Figure 1, a large percentage of students utilize artificial intelligence tools to complete their assignments and that could be a great threat as students may only copy the information without understanding and analyzing it. With the rapid and unprecedented advancement of AI, teachers need to brace themselves for the imminent changes that will revolutionize the traditional way of teaching and learning. Hence, teachers' perceptions are one vital aspect to consider when embedding technology into education as they could influence the quality of students' learning outcomes (Cope & Ward, 2002; Ding et al., 2019; Ertmer, 2005; Ottenbreit-Leftwich et al., 2018). Hence, the study at hand aims to figure out Kurdish EFL teachers' and students' perceptions towards the use of AI for improving students' English language proficiency. It further aims to explore their perceptions towards the use of AI in the education field. The current study seeks to answer the following research questions:

1. How do Kurdish EFL students and teachers perceive the use of AI for improving students' English language proficiency ?
2. What are the Kurdish EFL students' and teachers' overall perceptions of the use of AI in the education field?

2. Literature Review

Despite the availability of numerous researches conducted on the use of AI in different countries and cities in the world, to the best of the researcher's knowledge, no research has yet been conducted in the Kurdistan region to explore Kurdish EFL teachers and students' perceptions towards the use of AI in the learning and teaching process .

In 2014, Khanlari undertook a study entitled "Teachers' Views on the Utilization of Robotics in Primary/Elementary Schools in Newfoundland and Labrador." The study aimed to explore primary and elementary school teachers' opinions regarding the effectiveness of robotics in STEM education. It further aimed at seeking insights into the obstacles teachers encountered while incorporating robotics into their classrooms and the kinds of support they needed. The participants of the study were eleven primary and elementary teachers from the Newfoundland and Labrador English Schools District (NLESD). Qualitative research methods were adopted for data collection. The findings disclosed that the teachers believed that robotics holds the potential to enhance the learning experience in primary and elementary science and technology-related subjects. Nevertheless, they did not perceive robotics as a worthwhile tool for teaching mathematics. They further observed that robotics had positive impacts on students' development of lifelong learning skills. The study at hand varied from Khanlari's in that it explores both students' and teachers' perceptions of the use of AI in education by using quantitative and qualitative research approaches.

A study relevant to students' and teachers' perceptions of the use of AI was carried out by Sumakul (2019). It aimed to interview eight EFL students about how they perceive the use of AI in their learning at a university in Indonesia via a semi-structured interview. The results showcased that the students had positive perceptions towards the use of AI. Moreover, the aim of Sumakul 's research was to investigate the students' perceptions towards the use of AI only, while the present study aims to find out the perceptions of students and teachers towards the use of AI.

In 2021, Aljohani conducted research titled "Teachers and Students' Perceptions on the Impact of Artificial Intelligence on English Language Learning in Saudi Arabia". The study focused on investigating Saudi EFL teachers' and students' perceptions of using artificial intelligence (AI) to enhance English language learning. 5 teachers and 16 students from Yanbu University College Female Campus (YUCF) were the participants of the study. The study type was quantitative research. Additionally, the tool used in the research was a close-ended questionnaire to collect data.

Based on the teachers' and students' perceptions, the findings revealed that both teachers and students support the use of artificial intelligence for learning the English language in Saudi Arabia. The research approach adopted in Aljohani's study was quantitative. Nevertheless, the study at hand uses both qualitative and quantitative research approaches.

Yan (2022) carried out a research titled "How ChatGPT's Automatic Text Generation Impact on Learners in L2 Writing Practicum: An Exploratory Investigation". The study set out to examine the impact of ChatGPT's automatic text generation on undergraduate students' behavior and perceptions of learning L2 writing skills. A multi-method qualitative research approach was adopted. ChatGPT's text generation was used by 35 undergraduate EFL major programs in China. The findings revealed the affordance and potential applicability of the tool in L2 writing pedagogy. Additionally, the tool also showcased an automatic workflow that could maximize efficiency in writing. Though the current study investigates the teachers' and students' perceptions towards the impact of AI on teaching and learning, it differs from Yan's study in that it utilizes a quantitative and qualitative research approach to obtain more valid results, his study only focuses on writing skills, while the current study tries to focus on learning and teaching in general. Additionally, the research project shed light on only one type of AI, which was ChatGPT; however, the research in hand tries to pay attention to all types of artificial intelligence.

Sumakul et. al., (2022) also carried out a study titled "Artificial Intelligence in EFL Classrooms: Friend or Foe?" This study investigated teachers' standpoints on the use of AI in EFL classrooms. The data was gathered via interviews with four EFL teachers at a university in Indonesia. The teachers were suitable candidates since they had integrated AI into their teaching practice. The findings showcased that all the teachers perceive the use of AI in their classrooms positively. They further agree that AI helps teachers teach better and students learn better. The present research differs from Sumakul et. al.'s study in that both teachers and students are interviewed and exploring both teachers' and students' perceptions of the use of AI is the aim of the current study.

Another study titled "Teacher's Perceptions of Using an Artificial Intelligence-Based Educational Tool for Scientific Writing" was conducted by Kim and Kim in 2022. They investigated teachers' perceptions of utilizing an AI-based educational tool for scientific writing in their study and raised the possibility of several issues caused by using AI, such as the change in the role played by the teachers in the classroom. A qualitative research approach was adopted using an artificial intelligence-enhanced scaffolding system (AISS). Nine STEM-related teachers in K-12 institutions in the southeast of the United States used the system. The findings demonstrated that most teachers responded positively to the use of the AISS for learning in that the system was able to act as an expert model, providing qualified examples of scientific writing, valuable resources to make users' claims stronger, and immediate individualized feedback. The current study differs from that one in that it employs both quantitative and qualitative research methods. Additionally, this study examines both students' and teachers' perceptions of the usage of AI, while Kim and Kim's research focused only on teachers' perceptions.

3. Research Methodology

3.1. Research Approach

A mixed methods approach has been adopted to meet the aims of the study. A mixed methods approach integrates both quantitative and qualitative data analyses within a single study. This research methodology is opted for due to its appropriateness for addressing the aims and research questions of the current study. Moreover, this method has been employed because of the inherent benefits of combining both qualitative and quantitative research methodologies that bolster the validity of the research (Dornyei, 2007).

3.2. Population and Context

This study was carried out across three colleges in Salahaddin University-Erbil, namely the College of Education, College of Basic Education, and College of Languages. Students were enrolled in morning and evening study programs. For the quantitative part, the participants included in the study were 421 senior students from the Department of English Language in the three aforementioned colleges at Salahaddin University. The rationale behind choosing only the senior students stems from a lack of time and financial support.

The researchers collected demographic data of the 421 students (as depicted in Table 1). The participants included 158 male students and 263 female students. 58% of the students were from the College of Education, 26.1% from the College of Languages, and 15.9% from the College of Basic Education. The majority of participants were between 21 and 22 years old, although some were older, as the College of Education and Basic Education admits older students to its evening programs. Additionally, the researchers posed four additional questions to the participants. The first question asked if the students had ever heard of ‘Artificial Intelligence’. 99.3% of the students have heard of ‘Artificial Intelligence’, while only 3 students, that is 0.7 %, have not heard of the term. Regarding the second question, 91.9% of the students have answered ‘yes’ to using artificial intelligence to assist them in learning and only 8.1% of the students have not used AI to assist them in learning. In reply to the third question, it is showcased that 70.1% of the students have used AI to do their homework while 29.9% have not. Concerning the fourth and last question, 58.4% of the students are aware of the fact that all language skills can be taught by AI, while 41.6% of the students are not aware of this fact.

The answers given to these questions illustrate that the majority of the students use AI for learning and getting their homework done. The fact that most of the participants are familiar with using AI for learning the English language enhances the accuracy, validity, and reliability of the results of this study as they prove to be suitable participants for the study at hand.

Table 1: Demographic Information of the Senior Students Majored in English Language at Salahaddin University’s Three Colleges

No.	Demographic Data	No. of Student	Percentage
1.	Gender		
	Male	158	37.7%
	Female	263	62.3%
2.	Colleges		
	College of Education	244	58%
	College of Languages	110	26.1%
	College of Basic Education	67	15.9%
3.	Age		
	20 years	23	5.5%
	21 years	166	39.5%
	22 years	205	48.1%
	23 years	16	3.8%
	24 years	8	1.9%
	Above 24 years	3	1.2%
4.	Questions related to ‘Artificial intelligence’		
a.	Have you heard of “Artificial Intelligence”?		
	Yes	418	99.3%
	No	3	0.7%

b.	Have you used any type of AI to assist you in learning?		
	Yes	387	91.9%
	No	34	8.1%
c.	Have you used any type of AI to get your homework done?		
	Yes	295	70.1%
	No	126	29.9%
d.	Are you aware that all the language skills can be taught by AI?		
	Yes	246	58.4%
	No	175	41.6%

Simultaneously, 30 university teachers who majored in the English language at Salahaddin University participated in the quantitative part of this study. As the demographic information of the teachers is outlined in Table 2, seven of the teachers were male, representing 23.2% of the total. 23 of the teachers were female, reflecting 76.7% of the range. 20 teachers were from the College of Education, four from the College of Languages, and six from the College of Basic Education. Regarding the teachers' scientific titles, none of them were professors, eight were assistant professors, three lecturers, and 19 assistant lecturers. Regarding the educational degree of the teachers, 11 of the teachers hold PhD degrees and 19 of them were MA holders .

The researchers posed three additional questions to the participants. In answer to the first question, it is obvious that all the 30 teachers have heard of 'Artificial intelligence'. Regarding the second question, 20 of the teachers, that is 66.66%, have used AI to assist them in teaching, while 10 of them have not. Reflecting on the third question, 20 teachers are aware that all the language skills can be taught by AI while 10 of them are not aware of this fact.

The responses given to these questions demonstrate that the majority of the teachers use AI to assist them in teaching and they are aware that all the language skills can be taught by AI. The fact that most of the participants are familiar with using AI for teaching enhances the accuracy, validity, and reliability of the results of this study.

Table 2: Demographic Information of the Teachers Majored in English Language at the Three Colleges in Salahaddin University

No.	Demographic Data	No. of Students	Percentage
1.	Gender		
	Male	7	23.3%
	Female	23	76.7%
2.	Colleges		
	College of Education	20	66.7%
	College of Languages	4	13.3%
	College of Basic Education	6	20%
3.	Scientific title		
	Professor	0	0%
	Assistant professor	8	27.6%
	Lecturer	3	10.3%
	Assistant lecturer	19	62.1%
4.	Educational degree		

	PhD	11	36.7%
	Master's	19	63.3%
5.	Questions related to 'Artificial Intelligence'		
a.	Have you heard of "Artificial Intelligence"?		
	Yes	30	100%
	No	0	0%
b.	Have you used any type of AI to assist you in teaching?		
	Yes	20	66.66%
	No	10	33.33%
c.	Are you aware that all the language skills can be taught by AI?		
	Yes	20	66.66%
	No	10	33.33%

For the qualitative part - the semi-structured interview, the researchers interviewed 30 senior students and 15 teachers to obtain a deeper grasp of their perceptions towards the utilization of AI in the realm of education. The questions of the interview were configured based on the results obtained from the quantitative part.

3.3. Research Instruments and Data Collection

As specified in 3.1, a mixed methods approach, fusing both quantitative and qualitative methods, is employed in this study. The quantitative data was gathered through an online Google form. 421 senior students and 30 teachers were granted permission to take part in the survey questionnaire. The researchers created the questionnaire independently. A pilot study was implemented on 20 participants to examine the reliability of the questionnaire. Depending on the findings of the pilot study, a few amendments were made to the items in the questionnaire to make it simpler and clearer. Later, in the main data collection phase, the amended version of the questionnaire was used.

The survey questionnaire consisted of two sections. Section one sought for their demographic information (see Tables 1 and 2). Section two was divided into two parts. The first part of section two was designed to investigate the students' and teachers' perceptions of AI's role in improving students' English language proficiency. It consisted of 10 items. The second part of section two of the questionnaire consisted of 29 items investigating the students' and teachers' overall perceptions towards the use of artificial intelligence in the domain of education. Moreover, the questionnaire was a three-point Likert scale which allowed the students and teachers to convey their agreement, neutrality, and disagreement on the identified items in the questionnaire. The reason behind using the three-point Likert scale was that it facilitates a more straightforward analysis and interpretation of the questionnaire data. A further reason was that the population of the study included a large number of students and teachers and the three-point Likert scale makes the analysis and data collection more feasible for the researchers.

Subsequently, to collect qualitative data, the researcher conducted semi-structured interviews with 30 senior students and 15 lecturers. The interviews were face-to-face and each took around five minutes. The reason for conducting the interviews was to obtain a deeper understanding of the students' and teachers' perceptions of the use of AI in the field of education.

3.4 Data analysis

To analyze the gathered quantitative data, descriptive statistics were performed using SPSS 21.0. The reason behind performing descriptive statistics is that the research questions can be examined and analyzed using this kind of performance. Moreover, to analyze the gathered qualitative data - semi-structured interviews, a thematic analysis was carried out.

3.4.1 Analysis of Results of the Questionnaire

Within this section, the research findings of the quantitative part (the survey questionnaire) are presented using tables. The first section of the questionnaire aimed to gather the demographic information of the participants, namely the students and teachers as demonstrated in section 3.2. This section presents the results of the second section of the questionnaire which was divided into two parts. The first part of section two of the questionnaire focused on exploring the students' and teachers' perceptions towards AI's role in improving students' English Language proficiency and the second part of section two investigated the students' and teachers' overall perceptions towards the use of AI in the field of education. Additionally, this section further presents the results of the qualitative part (the semi-structured interview) by uncovering themes that are substantiated by direct quotes or excerpts from the students' and teachers' interviews.

3.4.1.1 The Students and Teachers' Perceptions Towards AI's Role in Improving Students' English Language Proficiency

Questions in this part of the questionnaire revolve around the students' and teachers' perceptions of AI's role in improving students' English Language proficiency. This part comprises 10 items. The first item asked for the students' perceptions of whether AI is a good means of learning the English language. As seen in Table 3, the results show that 86.22% of the students show their agreement that AI is a good means of learning the English language, 6.88% of the students show their neutrality and 6.88% show their disagreement. On the other hand, amongst the 30 teachers, 83.33% of the teachers agree that AI is a good means of learning the English language for students. Four teachers are not sure and only one teacher disagrees (see Table 4).

Table 3: The Students' Perceptions Towards AI's Role in Improving Students' English Language Proficiency

Questionnaire items	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. AI is a good means of learning English language.	363	86.22%	29	6.88%	29	6.88%
2. I believe AI technologies can improve my overall academic performance in English.	241	57.24%	73	17.33%	107	25.41%
3. I believe using AI technologies can help me to become a better writer.	193	45.84%	123	29.21%	105	24.94%
4. I believe AI technologies can assist me in improving my speaking skill.	290	68.88%	49	11.63%	82	19.47%
5. I think AI technologies can help me to improve my reading skill.	318	75.53%	42	9.97%	61	14.48%
6. I think AI technologies have the potential to help me improve my listening skill.	207	49.16%	67	15.91%	147	34.91%
7. I believe AI can help me refine/improve my English	267	63.42%	64	15.20%	90	21.37%

pronunciation.						
8. I think AI has the potential to improve my proficiency in English grammar.	311	73.87%	60	14.25%	50	11.87%
9. I believe AI can help me build and enrich my vocabulary.	322	76.48%	49	11.63%	50	11.87%
10. I can practice my English with AI.	360	85.51%	20	4.75%	41	9.73%

Addressing the second item, 57.244% of the students agree that AI can improve their overall academic performance in English, 17.33% of the students are not sure, and 25.41% disagree. On the flip side, as depicted in Table 4, 40% of the teachers agree that AI technologies can improve students' overall academic performance in English. 56.66% of the teachers are neutral and only one teacher disagrees .

In considering the third item, 45.84% of the students expressed their agreement in believing that using AI technologies can help them to become a better writer, 29.21% of the students expressed their neutrality, and 24.94% of the students disagreed. Conversely, 63.33% of the teachers agree that using AI technologies can help students to become better writers. Only three teachers are uncertain, while eight teachers (26.66%) express disagreement.

In examining the fourth item, 68.88% of the students agree that AI technologies can assist them in improving their speaking skill. In addition, 11.63% of the students are neutral and 19.47% disagree. In contrast, 80% of the teachers agree that AI technologies can assist students in improving their speaking skill. Only 2 (6.66%) teachers are not sure and 4 of them disagree.

With respect to the fourth item, 75.53% of the students agree that AI technologies can help them improve their reading skills. 9.97% of the students are not sure and 14.48% disagree. Conversely, 83.33% of the teachers agree that AI technologies can help students to improve their reading skills. Only one teacher is neutral and four teachers, that is 13.33%, disagree.

Regarding the sixth item, 49.16% of the students agree that AI technologies have the potential to help them improve their listening skills. 15.91% of the students are neutral and 34.91% disagree. On the other hand, 76.66% of the teachers agree that AI technologies have the potential to help students improve their listening skills. Only two teachers are not sure and 16.66% disagree .

About the seventh item, 63.42% of the students agree that AI can help them refine/improve their English pronunciation. 15.20% of the students are not sure and 21.37% disagree. On the flip side, 76.66% of the teachers agree that AI can help students refine/improve their English pronunciation. 13.33% of the teachers are neutral and only 3 (10%) disagree.

In response to the eighth item, 73.87% of the students agree that AI has the potential to help them improve their proficiency in English grammar. 14.25% of the students show their neutrality and 11.87% disagree. In contrast, 43.33% of the teachers agree that AI has the potential to help students improve their proficiency in English grammar. 50% of the teachers are not sure and only 2 of them disagree.

In reply to the ninth item, 76.48% of the students agree that AI can help them build and enrich their vocabulary. 11.63% of the students are not sure and 11.87% disagree. On the other hand, 93.33% of the teachers agree that AI can help students build and enrich their vocabulary. Only one teacher is neutral and only one disagrees.

Concerning the tenth and last item, 85.51% of the students agree that they can practice their English with AI. Only 4.75% of the students are neutral and 9.73% of the students disagree. Conversely, 73.33% of the teachers agree that students can practice their English with AI. 23.33% of the teachers are not sure and only one disagrees.

Table 4: The Teacher' Perceptions Towards AI's Role in Improving Students' English Language Proficiency

Questionnaire items	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. AI is a good means of learning English language for students.	24	83.33%	4	13.33%	1	3.33%
2. I believe AI technologies can improve students' overall academic performance in English.	12	40%	17	56.66%	1	3.33%
3. I believe using AI technologies can help students to become a better writer.	19	63.33%	3	10%	8	26.66%
4. I believe AI technologies can assist students in improving their speaking skill.	24	80%	2	6.66%	4	13.33%
5. I think AI technologies can help students improve their reading skill.	25	83.33%	1	3.33%	4	13.33%
6. I think AI technologies have the potential to help students improve their listening skill.	23	76.66%	2	6.66%	5	16.66%
7. I believe AI can help students refine/improve their English pronunciation.	23	76.66%	4	13.33%	3	10%
8. I think AI has the potential to help students improve their proficiency in English grammar.	13	43.33%	15	50%	2	6.66%
9. I believe AI can help students build and enrich their vocabulary.	28	93.33%	1	3.33%	1	3.33%
10. students can practice their English with AI.	22	73.33%	7	23.33%	1	3.33%

Table 5 presents the descriptive statistics of the 10 variables of part one of the questionnaire regarding the students' perceptions, featuring mode, mean, standard deviation, minimum, and maximum. The mode, or the value occurring most frequently in all the variables, is 1. The mean for the 10 variables is between 1.2 to 1.9. Amongst the 10 variables, the highest standard deviation is 0.906 and the lowest is 0.552. As a rule, the standard deviation is not particularly high, implying a tight dispersion of data around the mean. The minimum value of the variables is 1 and the maximum value is 3.

Table 5: Descriptive Statistics of Part One of the Questionnaire: Students' Perceptions

Descriptive Statistics										
	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10
Mode	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a
Mean	1.209	1.688	1.794	1.501	1.393	1.856	1.585	1.384	1.357	1.235
Std. Deviation	0.552	0.854	0.818	0.797	0.730	0.906	0.822	0.691	0.686	0.606
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000

^a The mode is computed assuming that variables are discreet.

Additionally, Table 6 displays the descriptive statistics of the 10 variables of part one of the questionnaire for teachers, featuring mode, mean, standard deviation, minimum, and maximum.

Table 6: Descriptive Statistics of Part One of the Questionnaire: Teachers' Perceptions

Descriptive Statistics										
	V.1	V.2	V.3	V.4	V.5	V.6	V.7	V.8	V.9	V.10
Mode	1.000 ^a	2.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	2.000 ^a	1.000 ^a	1.000 ^a
Median	1.000	2.000	1.000	1.000	1.000	1.000	1.000	2.000	1.000	1.000
Mean	1.200	1.633	1.633	1.333	1.367	1.400	1.333	1.633	1.100	1.300
Std. Deviation	0.484	0.556	0.890	0.711	0.765	0.770	0.661	0.615	0.403	0.535
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000

^a The mode is computed assuming that variables are discreet.

As shown in Table 6, the mode, or the value occurring most frequently in the majority of variables, is 1 followed by 2. The mode of the two variables is 2. The mean for the 10 variables is between 1.1 to 1.7. Amongst the 10 variables, the highest standard deviation is 0.890 and the lowest is 0.403. As a rule, the standard deviation is not particularly high, implying a tight dispersion of data around the mean. The minimum value of the variables is 1 and the maximum value is 3.

3.4.1.2 The Students and Teachers' Overall Perceptions towards the Use of AI in the Education Field

Questions in this part of the questionnaire revolve around the students' and teachers' overall perceptions of the use of AI in the field of education. It encompasses a total of 29 items. As shown in Table 7 below, the first item asked for students' perceptions of whether AI could replace teachers in the future. 14.48% of the students agree that AI has the potential to replace teachers in the future, 12.58% of the students are neutral, and 72.92% disagree. On the other side, as shown in Table 8, only 4 teachers which is 13.33%, agree that AI could replace teachers, 20% are neutral and 66.66% disagree.

Table 7: The Students' Overall Perceptions towards the Use of AI in the Education Field

Questionnaire items	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. AI could replace teachers in the future.	61	14.48%	53	12.58%	307	72.92%

2. AI is a threat to the field of education.	214	50.83 %	113	26.84 %	94	22.32 %
3. AI is an opportunity to the field of education.	249	59.14 %	73	17.33 %	99	23.51 %
4. The integration of AI in education improves the educational milieu for learning English language.	231	54.86 %	68	16.15 %	122	28.97 %
5. The domain of education will prosper from a future full of artificial intelligence.	155	36.81 %	58	13.77 %	208	49.49 %
6. AI makes the learning process easier.	305	72.44 %	67	15.91 %	49	11.63 %
7. The use of AI affects the aptitude to communicate with the teacher.	288	68.40 %	49	11.63 %	84	19.95 %
8. Teachers should adapt to the new AI-infused world by adopting some new roles.	377	89.54 %	19	4.51%	25	5.93%
9. I believe AI technologies are great as they are available around the clock (i.e., 24/7).	352	83.61 %	22	5.22%	47	11.16 %
10. AI improves time efficacy.	321	76.24 %	30	7.12%	70	16.62 %
11. AI diminishes costs.	321	76.24 %	31	7.36%	69	16.38 %
12. AI saves efforts and energy.	326	77.43 %	33	7.83%	62	14.72 %
13. AI makes students less creative.	251	59.61 %	72	17.10%	98	23.27%
14. Artificial intelligence fulfills and complements all students' language learning needs.	92	21.85 %	131	31.11%	198	47.03%
15. The teachers' role will diminish when the students use artificial intelligence to learn the English language. It can basically ease the burden off the teachers.	165	39.19 %	62	14.72%	194	46.08%
16. The roles of teachers and students should be redefined in an AI-enable world.	259	61.52 %	42	9.97%	120	28.50%
17. The use of AI to learn English boosts my motivation.	217	51.54 %	69	16.38%	135	32.06%
18. I am worried about the advancements of AI.	183	43.46 %	106	25.17%	132	31.35%
19. I relish/enjoy learning English through AI.	263	62.47 %	59	14.01%	99	23.51%
20. Learning English through AI is less terrifying than learning it in class.	206	48.93 %	53	12.58 %	162	38.47 %
21. I feel happy that I can learn on my own via AI without the need of anyone (autonomy).	228	54.15 %	71	16.86 %	122	28.97 %
22. AI technologies will go against teachers and students if teachers and students lack AI literacy.	299	71.02 %	32	7.60%	90	21.37 %
23. A module on AI should be incorporated in the curriculum as the students should be taught how to use AI so that it does not work	227	53.91 %	39	9.26%	155	36.81 %

against their overall academic performance and they will be prepared for an AI-driven world and workplace.						
24. It is essential for a teacher to figure out if the students are using AI for doing their assignments.	321	76.24 %	33	7.83%	67	15.91 %
25. The students may lose trust in their teachers as AI can answer all the questions they have!	266	63.18 %	51	12.11 %	104	24.70 %
26. The teachers may lose trust in students as they may have doubts in them for, they might complete all their assignments with the use of AI.	276	65.55 %	48	11.40 %	97	23.04 %
27. AI makes students lazy	278	66.03 %	87	20.66 %	56	13.30 %
28. AI makes students introverts.	221	52.49 %	68	16.15 %	132	31.35 %
29. AI makes students dependable.	300	71.25 %	68	16.15 %	53	12.58 %

Addressing the second item, 50.83% of the students agree that AI is a threat to the field of education. 26.84% of the students are not sure and 22.32% disagree. In contrast, only two teachers which is 6.66% of the range, agree that AI is a threat to the field of education. 30% of the teachers are not sure and 63.33% disagree.

In examining the third item, 59.14% of the students agree that AI is an opportunity for the field of education. 17.33% of the students are neutral and 23.51% disagree. Contrariwise, 73.33% of the teachers show their agreement that AI is an opportunity in the field of education, 26.66% are neutral and no teacher disagrees.

An analysis of the fourth item indicates that 54.86% of the students show their agreement that the integration of AI in education improves the educational milieu for learning the English language. 16.15% of the students show their neutrality and 28.97% show their disagreement. On the other hand, 26.66% of the teachers agree that the integration of AI in education improves the educational milieu for learning the English language. 73.33% of the teachers are neutral and no teacher disagrees.

Concerning the fifth item, 36.81% of the students agree that the domain of education will prosper from a future full of artificial intelligence. 13.77% of the students show their neutrality and 49.49% show their disagreement. Conversely, 83.33% of the teachers show their agreement that the domain of education will prosper from a future full of artificial intelligence, while 10% of the teachers are not sure and 6.66% disagree.

Regarding the sixth item, 72.44% of the students agree that AI makes the learning process easier. 15.91% of the students are not sure and 11.63% disagree. On the flip side, 93.33% of the teachers show their agreement that AI makes the learning process easier for students. 6.66% of the teachers show their neutrality and no teacher disagrees.

About the seventh item, 68.40% of the students agree that the use of AI affects the aptitude to communicate with the teacher. 11.63% of the students are neutral and 19.95% disagree. In contrast, 40% of the teachers agree that the use of AI affects the aptitude of students to communicate with the teacher. 53.33% of the teachers are not sure and 6.66% disagree.

In response to the eighth item, 89.54% of the students agree that teachers should adapt to the new AI-infused world by adopting some new roles. 4.51% of the students are neutral and only 5.93% disagree. However, 46.66% of the teachers agree that teachers should adapt to the new AI-infused world by adopting some new roles. 53.33% of the teachers are neutral and no one disagrees.

Answers to the ninth item revealed that 83.61% of the students agree that AI technologies are great as they are available around the clock (i.e., 24/7). 5.22% of the students are not sure and 11.16% disagree. On the other hand, 36.66% of the teachers agree that AI technologies are great as they are available around the clock. 60% of the teachers are neutral and only one teacher disagrees.

Pertaining to the tenth, eleventh, and twelfth items, the majority of the students agree that AI improves time efficacy, diminishes costs, and saves effort and energy. Few students show their disagreement. On the other side, most teachers show their agreement that AI improves time efficacy, diminishes costs, and saves efforts and energy; only one teacher disagrees.

With regard to the thirteenth item, 59.61% of the students agree that AI makes students less creative. 17.10% of the students are neutral and 23.27% disagree. On the other hand, 86.66% of the teachers show their agreement that AI makes students less creative. 6.66% of the teachers are neutral and 6.66 % disagree.

With respect to the fourteenth item, 21.85% of the students agree that Artificial intelligence fulfills and complements all students' language learning needs. 31.11% of the students are not sure and 47.03% disagree. On the other hand, 26.66% of the teachers agree that AI fulfills and complements all students' language learning needs. 20% of the teachers are neutral and 53.33% disagree.

Addressing the fifteenth item, 39.19% of the students agree that the teachers' role will diminish when the students use artificial intelligence to learn the English language and it can basically ease the burden off the teachers. 14.72% are neutral and 46.08% disagree. Conversely, 20% of the teachers agree that the teachers' role will diminish when the students use artificial intelligence to learn the English language and it can basically ease the burden off the teachers. 63.33% of the teachers are not sure and 16.66% disagree.

Regarding the sixteenth item, 61.52% of the students agree that the roles of teachers and students should be redefined in an AI-enabled world. 9.97% of the students are neutral and 28.50% disagree. On the other hand, 20.33% of the teachers agree that the roles of teachers and students should be redefined in an AI-enabled world. 73.33% of the teachers show their neutrality and only 1 teacher disagrees.

In examining the seventeenth item, 51.54% of the students agree that the use of AI to learn English boosts their motivation. 16.38% of the students are neutral and 32.06% disagree. In contrast, 30% of the teachers agree that the use of AI to learn English boosts students' motivation. 23.33% of the teachers are not sure and 46.66% disagree.

With respect to the eighteenth item, 43.46% of the students show their agreement that they worry about the advancements of AI. 25.17% of the students show their neutrality and 31.35% show their disagreement. However, 46.66% of the teachers agree that they worry about the advancements of AI. 33.33% of the teachers are neutral and 20% disagree.

Regarding the nineteenth item, 62.47% of the students agree that they relish/enjoy learning English through AI. 14.01% of the students are neutral and 23.51% disagree. Conversely, 26.66% of the teachers agree that students relish/enjoy learning English through AI. 73.33% of the teachers are

neutral and no teacher disagrees.

In relation to the twentieth item, 48.93% of the students agree that learning English through AI is less terrifying than learning it in class. 12.58% of the students are neutral and 38.47% disagree. On the other hand, 70% of the teachers agree that learning English through AI is less terrifying than learning it in class for students. 26.66% of the teachers are neutral and only one teacher disagrees.

In response to the twenty-first item, 54.15% of the students agree that they feel happy that they can learn on their own via AI without the need for anyone (autonomy). 16.86% of the students are not sure and 28.97% disagree. On the flip side, 80% of the teachers agree that students feel happy that they can learn on their own via AI without the need for anyone (autonomy). 16.66% of the teachers are neutral and only 1 teacher disagrees.

In reply to the twenty-second item, 71.02% of the students expressed their agreement that AI technologies will go against teachers and students if teachers and students lack AI literacy. 71.02% of the students showed their neutrality and 21.37% expressed their disagreement. In contrast, 66.66% of the teachers agree that AI technologies will go against teachers and students if teachers and students lack AI literacy. 16.66% of the teachers are not sure and 16.66% disagree.

Concerning the twenty-third item, 53.91% of the students agree that a module on AI should be incorporated in the curriculum as the students should be taught how to use AI so that it does not work against their overall academic performance and they will be prepared for an AI-driven world and workplace. 9.26% of the students show their neutrality and 36.81% show their disagreement. Contrariwise, 50% of the teachers agree that a module on AI should be incorporated in the curriculum as the students should be taught how to use AI so that it does not work against their overall academic performance and they will be prepared for an AI-driven world and workplace. 43.33% of the teachers are neutral and 6.66% disagree.

In reference to the twenty-fourth item, 76.24% of the students agree that it is essential for a teacher to figure out if the students are using AI for doing their assignments. 7.83% of the students are neutral and 15.91% disagree. On the other hand, 83.33% of the teachers agree that it is essential for a teacher to figure out if the students are using AI for doing their assignments. 13.33% of the teachers are not sure and only 1 teacher disagrees.

Pertaining to the twenty-fifth item, 63.18% of the students agree that the students may lose trust in their teachers as AI can answer all the questions they have! 12.11% of the students are neutral and 24.70% disagree. Conversely, 36.66% of the teachers agree that the students may lose trust in their teachers as AI can answer all the questions they have! 56.66% of the teachers are neutral and 6.66% disagree.

With regard to the twenty-sixth, 65.55% of the students agree that the teachers may lose trust in students as they may have doubts in them for, they might complete all their assignments with the use of AI. 11.40% of the students show their neutrality and 23.04% show their disagreement. On the flip side, 73.33% of the teachers agree that the teachers may lose trust in students as they may have doubts in them for, they might complete all their assignments with the use of AI. 13.33% of the teachers are neutral and 13.33% disagree.

With respect to the twenty-seventh, twenty-eighth, and twenty-ninth items, the majority of the students agree that AI makes students lazy, introverted, and dependable. Few students are not sure and a moderate body of the disagree. On the other hand, a large proportion of teachers agree that AI makes students lazy, introverted, and dependable. Few teachers show their disagreement.

Table 8: The Teachers' Overall Perceptions towards the Use of AI in the Education Field

Questionnaire items	Agree		Neutral		Disagree	
	No.	%	No.	%	No.	%
1. AI could replace teachers in the future.	4	13.33%	6	20%	20	66.66%
2. AI is a threat to the field of education.	2	6.66%	9	30%	19	63.33%
3. AI is an opportunity to the field of education.	22	73.33%	8	26.66%	0	0%
4. The integration of AI in education improves the educational milieu for learning English language.	8	26.66%	22	73.33%	0	0%
5. The domain of education will prosper from a future full of artificial intelligence.	25	83.33%	3	10%	2	6.66%
6. AI makes the learning process easier for students.	28	93.33%	2	6.66%	0	0%
7. The use of AI affects the aptitude of students to communicate with the teacher.	12	40%	16	53.33%	2	6.66%
8. Teachers should adapt to the new AI-infused world by adopting some new roles.	14	46.66%	18	53.33%	0	0%
9. I believe AI technologies are great as they are available around the clock (i.e., 24/7).	11	36.66%	4	60%	1	3.33%
10. AI improves time efficacy.	26	86.66%	6	13.33%	0	0%
11. AI diminishes costs.	23	76.66%	6	20%	1	3.33%
12. AI saves efforts and energy.	29	96.66%	0	0%	1	3.33%
13. AI makes students less creative.	26	86.66%	2	6.66%	2	6.66%
14. Artificial intelligence fulfills and complements all students' language learning needs.	8	26.66%	6	20%	16	53.33%
15. The teachers' role will diminish when the students use artificial intelligence to learn the English language. It can basically ease the burden off the teachers.	6	20%	19	63.33%	5	16.66%
16. The roles of teachers and students should be redefined in an AI-enable world.	7	20.33%	22	73.33%	1	3.33%
17. The use of AI to learn English boosts students' motivations.	9	30%	7	23.33%	14	46.66%
18. I am worried about the advancements of AI.	14	46.66%	10	33.33%	6	20%
19. Students relish/enjoy learning English through AI.	8	26.66%	22	73.33%	0	0%
20. Learning English through AI is less terrifying than learning it in class for students.	21	70%	8	26.66%	1	3.33%
21. Students feel happy that they can learn on their own via AI without the need of anyone (autonomy).	24	80%	5	16.66%	1	3.33%

22. AI technologies will go against teachers and students if teachers and students lack AI literacy.	20	66.66 %	5	16.66 %	5	16.66 %
23. A module on AI should be incorporated in the curriculum as the students should be taught how to use AI so that it does not work against their overall academic performance and they will be prepared for an AI-driven world and workplace.	15	50%	13	43.33 %	2	6.66%
24. It is essential for a teacher to figure out if the students are using AI for doing their assignments.	25	83.33 %	4	13.33 %	1	3.33%
25. The students may lose trust in their teachers as AI can answer all the questions they have!	11	36.66 %	17	56.66 %	2	6.66%
26. The teachers may lose trust in students as they may have doubts in them for, they might complete all their assignments with the use of AI.	22	73.33 %	4	13.33 %	4	13.33 %
27. AI makes students lazy.	26	86.66 %	3	10%	1	3.33%
28. AI makes students introverts.	25	83.33 %	2	6.66%	3	10%
29. AI makes students dependable.	28	93.33 %	0	0%	2	6.66%

Table 9 displays the descriptive statistics of the 29 variables of part one of the questionnaire for students, featuring mode, mean, standard deviation, minimum, and maximum. The mode, or the value occurring most frequently in the majority of variables, is 1 followed by 3. The mode of four variables is 3. The mean for the 29 variables is between 1 to 2.5. Amongst the 29 variables, the highest standard deviation is 0.928 and the lowest is 0.492. As a rule, the standard deviation is not particularly high, implying a tight dispersion of data around the mean. The minimum value of the variables is 1 and the maximum value is 3.

Table 9: Descriptive Statistics of Part Two of the Questionnaire: Students' Perceptions

Descriptive Statistics										
	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20
Mode	3.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	3.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a
Mean	2.580	1.707	1.650	1.748	2.125	1.388	1.513	1.156	1.278	1.408
Std. Deviation	0.733	0.806	0.839	0.881	0.922	0.685	0.806	0.492	0.654	0.761
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000
^a The mode is computed assuming that variables are discreet.										
Descriptive Statistics										
	V21	V22	V23	V24	V25	V26	V27	V28	V29	V30
Mode	1.000 ^a	1.000 ^a	1.000 ^a	3.000 ^a	3.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a	1.000 ^a
Mean	1.405	1.376	1.628	2.259	2.060	1.667	1.803	1.875	1.616	1.885
Std. Deviation	0.757	0.730	0.834	0.791	0.922	0.889	0.893	0.858	0.844	0.928
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000

Descriptive Statistics										
	V11	V12	V13	V14	V15	V16	V17	V18	V19	V20
Maximum	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000
a The mode is computed assuming that variables are discreet.										

Additionally, Table 10 displays the descriptive statistics of the 29 variables of part one of the questionnaire for teachers, featuring mode, mean, standard deviation, minimum, and maximum. The mode, or the value occurring most frequently in the majority of variables, is 1 and 2 followed by 3. The mean for the 29 variables is between 1 to 2.5. Amongst the 29 variables, the highest standard deviation is 0.868 and the lowest is 0.346. As a rule, the standard deviation is not particularly high, implying a tight dispersion of data around the mean. The minimum value of the variables is 1 and the maximum value is 3 followed by 2.

Table 10: Descriptive Statistics of Part Two of the Questionnaire: Students' Perceptions

Descriptive Statistics										
	V.11	V.12	V.13	V.14	V.15	V.16	V.17	V.18	V.19	V.20
Mode	3.000 ^a	3.000 ^a	1.000 ^a	2.000 ^a	1.000 ^a	1.000 ^a	2.000 ^a	2.000 ^a	2.000 ^a	1.000 ^a
Median	3.000	3.000	1.000	2.000	1.000	1.000	2.000	2.000	2.000	1.000
Mean	2.533	2.567	1.267	1.733	1.233	1.067	1.667	1.533	1.667	1.133
Std. Deviation	0.730	0.626	0.450	0.450	0.568	0.254	0.606	0.507	0.547	0.346
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	3.000	3.000	2.000	2.000	3.000	2.000	3.000	2.000	3.000	2.000
a The mode is computed assuming that variables are discreet.										
Descriptive Statistics										
	V.21	V.22	V.23	V.24	V.25	V.26	V.27	V.28	V.29	V.30
Mode	1.000 ^a	1.000 ^a	1.000 ^a	3.000 ^a	2.000 ^a	2.000 ^a	3.000 ^a	2.000 ^a	2.000 ^a	1.000 ^a
Median	1.000	1.000	1.000	3.000	2.000	2.000	2.000	2.000	2.000	1.000
Mean	1.267	1.067	1.200	2.267	1.967	1.800	2.167	1.867	1.733	1.333
Std. Deviation	0.521	0.365	0.551	0.868	0.615	0.484	0.874	0.730	0.450	0.547
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	3.000	3.000	3.000	3.000	3.000	3.000	3.000	3.000	2.000	3.000
a The mode is computed assuming that variables are discreet.										

3.4.2 Analysis of the Results of the Interview

The researcher carried out a semi-structured interview to gather the qualitative data for this study. The interview included four questions in total. The design of the questions aimed to collect information about Kurdish EFL students' and teachers' perceptions of the use of AI in the education field. The designed questions serve to validate the results of the quantitative part. The questions were directed to 30 students and 15 teachers at Salahaddin University (see 3.2). The results of the information collected from the responses of the participants in the interviews will be analyzed below.

Question 1. What are the advantages of using AI in the field of education?

Regarding the responses given to this question, all the students are in complete agreement that the use of AI is advantageous in the field of education for some reasons. They mention a number of reasons. One of the contributing reasons is that AI saves time, effort, and energy. In the words of a student: “Definitely it has advantages. um... for example, I’m a teacher right now doing my internship. I need creative and cool activities for teaching my students. I use AI which will give me a lot of activities in a few seconds. I don’t need to spend a lot of effort. I just change it, add something, or like omit something and then I.... do it for my students”.

All the students are in complete consensus that another reason that makes AI beneficial in the field of education is that it makes the learning process easier and most of the students enjoy it. As reported by a student: “umm I think AI is good because... I just enjoy having my phone in my hand and using it. It just makes me learn easier”.

An additional reason that makes AI valuable is that the students can practice with it and it comes at no cost to them. As articulated by a student: “When I want to learn a language and there’s no one to... chat with I’m going to chat with AI”.

In the same regard, another student said: “To something that you don’t know. Like... I don’t know When you feel lonely, sometimes we can chat with it”.

Some students believe that this can cause problems as AI will prevent students from talking with humans. As a student expressed: “People...um... we must talk with them more. the fact is that we are in the social life like our social life we are humans.... We must talk with humans too who are our families/friends be social not... just... with AI or on our phone that makes us like introverts yes”.

On the other side, all the teachers are united in agreement with the students that the advantages of AI are that it saves time and reduces costs. In one of the teacher’s words: “Of course, an advantage is AI reduces the costs and it’s more affordable. Everyone can afford it”.

Another teacher added upon this idea and stated: “Yes, it has advantages... for example, it saves time and saves effort, and if you are in a hurry you can use it, and this AI can do many things for you in a very very quick way in two minutes one minute. I don’t know. In less than one minute sometimes. For example, if you require.... an essay from AI about life in Kurdistan, it will give it to you in some minutes, you know... and it is beneficial you know it has advantages because you may look at it you may paraphrase it and you get ideas and memorize certain good expressions so this is very important you know this is one of the advantages”.

Question 2. What are the disadvantages of using AI in the education field?

There is complete concurrence among the students that one of the disadvantages of AI in the field of education is that it makes students less creative and dependable when they do not use it properly. As in the words of a student: “For example, if you use AI only for copying, it kills creativity in you. But if you sit down and read what you got from AI, understand it, and then analyze it then AI has a lot of advantages”.

All the students are in complete alignment that the fact that AI can diminish creativity in students can be converted into an advantage. They share the same opinion that students can get information

and ideas from AI, but they have to ponder over it and the teachers need to have their own strategies to make sure that students do not copy and paste information. As mentioned by a student: “Yes but not fully if you are thirsty to learn knowledge, and want to get more ideas then it will improve and widen your critical thinking but that means it leads you to ask for more information if you want to get just one specific information from AI to...eh... this makes you dependable”.

Along the same lines, another student added: “When students don’t make themselves tired because it is just like a cracked egg you’ll just eat it. Well, when you ask AI a question that means you are a dependable person...eh so I think teachers have to try to make sure the students don’t use it to copy information. They can use many techniques. For example, ehh they can ask you more questions about that topic and if you can’t answer that means you haven’t done it by yourself”.

Most of the students share the same viewpoint that another disadvantage of AI is that it makes you lazy because you don’t need to memorize anything due to the existence of AI that will answer you in a few seconds.

Mirroring the students’ perceptions, the teachers believe that AI deters creativity and makes students dependable and lazy individuals. As a teacher said: “I think it destroys students’ creativity. Because There’s no production They will entirely rely on this, let’s say machine technology and I realized this from some assignments I can see that the language of some students is not high enough you can see that their written language is wonderful and I’m sure that ...and I’m certain that they got it from AI”.

Adding upon this, another teacher stated: “The disadvantage is you rely on them. The simplest example is the calculator since people started using calculators that are no longer able to multiply, for example, 9×8 OK wait a minute and they use their phone to do it so I guess their brains become lazy and stop working because they have other means other ways other methods to do for with the brain is like a muscle if you stop training it will die”.

Question 3. Do you think AI can replace teachers? Or who do you think is better to learn from?

Every student is in unanimous agreement that AI cannot replace human teachers due to varied reasons. A reason to take this into account is that human teachers have emotions and consciousness share the same qualities as students and can understand them better. As reported by a student: “Of course the human teacher is better because OK it’s a Human it’s not a... iron or your phone in your hand or something like this. It has feelings and emotions. It has consciousness”.

In the same regard, another student stated: “AI cannot replace human teachers. No. Never! Because the human teacher is just like you... who lives and breathes like a normal human. Learning from him is better than a piece of iron. Even if AI replaces human teacher, the taste of nature will disappear”.

Most of the students are in consensus that they are in need of AI and human teachers. They further state that both AI and human teachers can complement each other. A student said: “Students need artificial intelligence but in collaboration with the teacher not everything will be done by AI”.

Adding upon this, another student mentioned: “because if there was no need for an AI, they wouldn’t create as an application or as a site. So it seems that it shows that there was...eh... the students were in need of something like AI so the teachers have to ask their own methods like why the students still are not satisfied with our explanation and they are looking or searching for out outside sources

so it should have...eh... a good in packets for changing or analyzing their methods of teachers and the style of learning”.

Similar to the students’ perceptions, most of the teachers believe that there is no replacement for human teachers. In the words of a teacher: “I don’t believe that never ever a machine Can replace humans. Even think about life, for example, now Google translation is a very good machine and I like it and I use it a lot but it is you can see that sometimes it makes very, very silly mistakes so there’s no replacement for people”.

The reasons that the teachers mention are different from the students’. The majority of them believe that AI cannot replace human teachers because they cannot do everything for students. As a teacher reported: “Artificial intelligence applications can do something for students, but not everything so I think that they cannot replace teachers completely, although they help students and teachers even if it’s used in the right way”.

Most of the teachers believe that teachers can motivate students to study, but AI cannot do that. As a teacher stated: “One and not one most important task of a teacher is to motivate their students now imagine yourself not attending university would you be able to Study all the materials required”?

The teachers further believe that what the students learn from human teachers, they can never forget because teachers are able to engage them in interactive activities. But if the same thing is learned from AI, they might forget it. As mentioned by a teacher: “Teachers of course I can’t remember each task that I did on Duolingo, but there are some words now that I graduated 11 years ago and I still remember some words that my teacher said but that application was three months ago but I can’t remember anything despite the fact that some lectures I was forced to attend them, but that application I was using I use it because I wanted to I chose it but still you can’t remember so interactive task are way better than you just sitting in front of the screen and no matter how motivated you are still real people are better than technology”.

Conversely, few teachers believe that AI could replace teachers in the future in countries other than Iraq. As expressed by a teacher: “It could, but not here in Iraq in other countries. Because the environment is not prepared. Is not suitable actually. Maybe in Japan or other countries”.

Echoing the students’ thoughts, the teachers believe that AI and human teachers can complement each other and AI can be a marvelous support for both teachers and students. As articulated by a teacher: “It’s a support ... a great support using it as a material for teachers”

Resembling the same idea, another teacher added: “To me, both are important: First teachers first of course And then I don’t say you don’t use AI because whatever the teacher can do I don’t think AI can do it do you know so they are not equal you know. That is why they can both complete each other”

Question 4. Do you think AI is a threat or opportunity to the field of education?

Based upon the answers of the students, it cannot be decided whether AI is a threat or an opportunity to the field of education. They believe that it fully depends on how students use it. They share the same viewpoint that if it is used properly, AI can be advantageous. A student stated: “AI is a global phenomenon. We cannot avoid it. In my opinion, it depends on the student; this means if a student wants to improve her or himself then she or he cannot depend entirely on artificial intelligence”.

Another student added upon this and said: “We just want to have the exact answer in a short period of time we don’t want to make ourselves tired we just want the answer in a short period of time so makes us like less creative and we spend like much less like effort. But if use it for getting ideas and then we work on the ideas and develop it then AI will be a great opportunity for the students”.

Resembling the students’ perceptions, all the teachers believe that AI can be both a threat and an opportunity to the field of education. They further state that it depends on how the students use it. As a teacher stated: “AI can be a threat and opportunity. OK... if you cut the Internet then what will you do? If you don’t have the Internet and you need to paraphrase a piece of writing urgently, then what will you do? So, you get stuck here because they don’t have the talent. They don’t have the skills you used to depend on the Internet. But if they use it to get ideas then it is opportunity”.

In the same regard, another teacher added: “It depends on how you use it so Maybe some students use AI applications and then modify what they get by reporting the seminar and topic.... and then they will read it. That would be amazing but if just the students depend on artificial intelligence without reading the report, or even the PowerPoint presentations then of course it’s a threat, so it depends on the students how they use it”.

Along the same lines, a teacher shared a story that happened with him. As in his words: “You know even two days before one of my students fourth-year students in evening class... he’s not so clever, write about something suddenly the day after that, I got something excellent. excellent grammar... excellent everything and I was surprised and he gave me a ready-made one page about the topic that I asked so that’s why it’s a threat on education in this case. But it also is an opportunity, for example, the smart students even if they use AI, they can benefit from it. Even the lazy students will become clever because of using AI if they only use it to get ideas and information from it and then they analyze it and think about the topic themselves”.

Some of the teachers believe that both students and teachers should have AI literacy and they should be educated on how to use it properly so that it can reduce the side effects. As a teacher articulated: “Definitely negative and it’s a threat to teachers to students and to those teachers who are not serious about their jobs you know those teachers who are not dedicated to their work. It’s a threat. But to those who know how to use it and they do not entirely depend on AI. Then it is good. I believe people should have AI literacy. A module can be added in universities to teach both students and teachers how to use it for their own benefit and so that it will not harm them”.

4. Discussion

The key objective of this study was to investigate Kurdish EFL students’ and teachers’ perceptions towards the use of AI for improving students’ English language proficiency and its use in the education sector. The research questions were predominantly centered on how Kurdish EFL students and teachers perceive the use of AI for improving students’ English language proficiency. And what are the students’ and teachers’ overall perceptions towards the use of AI in the education field?

The results drawn from the first part of the questionnaire manifest that Kurdish EFL students and teachers perceive the use of AI as an impactful means for improving students’ English language proficiency. There is complete concurrence among the majority of the students and teachers that the use of AI improves students’ writing skills, speaking skills, reading skills, listening skills, pronunciation skills, and building and enriching students’ vocabulary. Both teachers and students

believe that AI is a good platform for students to practice their English. The results of Kim and Kim's study (2022) and Yan's (2022) align with the results of the current study which revealed that the teachers perceive the use of AI for writing positively .

Moreover, the vast majority of the students agree that AI can help them improve their proficiency in grammar along with their overall academic performance. Although a moderate percentage of teachers believe that AI can improve students' grammar skills and overall academic performance, the majority of them show their neutrality because they lack a strong opinion about it .

The results extracted from the second part of the questionnaire depict that the majority of the teachers and students are completely in sync and that AI cannot replace human teachers. The teachers and students perceive AI as both a threat and an opportunity. They consider AI an opportunity for a number of reasons. The overwhelming majority of students and teachers believe that AI makes the learning process easier for students, makes learning less terrifying than class, improves time efficacy, diminishes costs, saves efforts and energy, and promotes autonomy. Consistent with the results of this study, Sumakul et al. (2022) revealed that teachers had positive perceptions of the use of AI. Additionally, Aljohani's study in 2021 reached the same results as the current study by confirming that teachers and students in Saudi Arabia have positive perceptions towards the use of AI in learning the English language .

Conversely, teachers and students perceive AI as a threat for a variety of reasons. Most of the student and teacher body believe that AI makes students less creative, lazy, introverted, and dependable. Additionally, both students and teachers are in congruence that the teachers may lose trust in students as they may have doubts in them for, they might complete all their assignments with the use of AI. Hence, they believe that it is indispensable for a teacher to figure out if the students are using AI for doing their assignments. A vast majority of the teachers and students are worried about the advancements of AI. They further perceive AI technologies going against teachers and students if the teachers and students lack AI literacy. Therefore, they hold a strong belief that a module on AI should be incorporated in the curriculum as the students should be taught how to use AI so that it does not work against their overall academic performance and they will be prepared for an AI-driven world and workplace.

In addition, the bulk of students believe that the integration of AI in education improves the educational milieu for learning the English language as they are available around the clock (i.e., 24/7). The majority of the students further believe that the students may lose trust in their teachers as AI can answer all the questions they have! And this affects their aptitude to communicate with the teacher. Consequently, the students are in unanimous agreement that teachers should adapt to the new AI-infused world by adopting some new roles and they further believe that the roles of teachers and students should be redefined in an AI-enabled world. On the flip side, the majority of the teachers show their neutrality regarding these mentioned points. This reveals that the teachers do not have a strong opinion or are still not sure about how their roles should be redefined and how the use of AI affects the trust issues between teachers and students.

5. Conclusions

The aim of this study was to examine Kurdish EFL students' and teachers' perceptions towards the use of AI for improving students' English language proficiency and its use in the education sector. The study unveils that Kurdish EFL students and teachers perceive the use of AI as an impactful means for improving students' English language proficiency, more specifically, students' writing,

speaking, reading, listening, and pronunciation skills. They further believe that AI builds and enriches students' vocabulary.

Similar to the two sides of a coin, the teachers and students perceive AI as both a threat and an opportunity. They perceive AI as an opportunity because it makes the learning process easier for students as the students can practice through it, makes learning less terrifying than in class, improves time efficacy, diminishes costs, saves efforts and energy, and promotes autonomy.

Moreover, Kurdish EFL teachers and students find AI a threat because AI makes students less creative, lazy, introverted, and dependable. They further believe that AI can bring about a big threat to the field of education as the teachers may lose trust in students for they might complete all their assignments via AI. For that reason, they believe that it is indispensable for both teachers and students to have AI literacy to prevent it from turning against them.

Finally, Despite the opportunities AI can bring to the field of education, both Kurdish teachers and students believe that AI cannot completely replace human teachers since it is unable to meet all of the needs of students or provide the same level of understanding and support.

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تېروانینی مامۆستایان و خویندکارانی کورد له سه ر کاریگه ری ژیری ده سترکد له سه ر فیرکردنی زمانی ئینگلیزی له زانکوی سه لاهه دین

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پوخته

زیرهکی ده سترکد له بواری پهروهدهدا به شیوهیهکی بهرچاو بهربلاو بووهتهوه، بویه زانینی تېروانینی مامۆستایان و قوتابیان ده ربارهی بهکارهینانی ژیری ده سترکد له چوارچیوهی پهروهدهبییدا زور گرنگه. ئامانجی ئەم لیکۆلینهوهیه لیکۆلینهوه له تیگه یشتنی خویندکارانی کورد EFL و مامۆستایان دهکات بهرامبه بهکارهینانی زیرهکی ده سترکد بۆ باشتکردنی توانستی زمانی ئینگلیزی قوتابیان. ریگابهکی تیکه له بهکارهینا بۆ بهدییهتانی ئامانجهکانی توژیینهوهکه. پارسیهیک بهسه ر ۴۲۱ خویندکار و ۳۰ مامۆستای ئینگلیزی له زانکوی سه لاهه دین دابهش کرا. چاوپیکه وتن له گه ل ۳۰ خویندکارو ۱۵ مامۆستا ئهجامدرا. ئهجامهکان ئهوه ئاشکرا دهکهن که خویندکاران و مامۆستایانی کورد بهکارهینانی ژیری ده سترکد وهک ئامرازیکی کاریگه ر بۆ باشتکردنی توانای نووسین و قسه کردن و خویندنهوه و گوینگرتن و ده ربرپن له قوتابیان دهبینن. ههروهها مامۆستایان و خویندکاران ژیری ده سترکد وهک هه ره شه یهک و ده رفه تیک بۆ بواری پهروهده دهبینن چونکه زیان و سوودی هه یه.

وو شه سه ره کییهکان: تېروانین؛ خویندکارانی EFL؛ ژیری ده سترکد؛ شاره زایی زمانی ئینگلیزی؛ مامۆستایانی EFL .

تصورات المعلمين والطلاب الكرد حول تأثير الذكاء الاصطناعي على تدريس اللغة الإنجليزية كلفة أجنبية في جامعة صلاح الدين

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الملخص

أصبح الذكاء الاصطناعي شائعًا بشكل متزايد في مجال التعليم، لذا فإن معرفة تصورات المعلمين والطلاب حول استخدام الذكاء الاصطناعي في السياقات التعليمية أمر بالغ الأهمية. تهدف هذه الدراسة إلى استقصاء تصورات الطلاب والمعلمين الكرد الذين يدرسون اللغة الإنجليزية كلفة أجنبية تجاه استخدام الذكاء الاصطناعي لتحسين مهارات الطلاب في اللغة الإنجليزية. وتسعى أيضًا إلى استكشاف تصوراتهم تجاه استخدام الذكاء الاصطناعي في مجال التعليم. تم استخدام منهج مختلط لتحقيق أهداف الدراسة. تم توزيع استبيان على 421 طالبًا و 30 معلمًا من المتخصصين في اللغة الإنجليزية في جامعة صلاح الدين. لجمع البيانات النوعية، تم إجراء مقابلات مع 30 طالبًا من السنة النهائية و 15 معلمًا. تكشف النتائج أن الطلاب والمعلمين الكرد الذين يدرسون اللغة الإنجليزية كلفة أجنبية يرون أن استخدام الذكاء الاصطناعي هو وسيلة مؤثرة لتحسين مهارات الطلاب في الكتابة والتحدث والقراءة والاستماع والنطق. كما تكشف النتائج أن المعلمين والطلاب يرون أن الذكاء الاصطناعي يمثل تهديدًا وفرصة في مجال التعليم، حيث توجد له مزايا وعيوب. الكلمات المفتاحية: التصور؛ الذكاء الاصطناعي؛ طلاب اللغة الإنجليزية كلفة أجنبية؛ الكفاءة في اللغة الإنجليزية؛ معلمو اللغة الإنجليزية كلفة أجنبية.