

Integrating Artificial Intelligence Tools in English Language Classrooms in Iraq Schools: Pedagogical Impacts and Teacher Perspectives

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Abstract

This research paper suggests using Artificial Intelligence tools in the usage of the English language classroom for the sixth-grade students in Diyala schools. The study aims to explore the impact of these tools on the teaching and learning process . The entire world is in concert to incorporate Artificial Intelligence gadgets in the teaching and learning process, therefore the present research studies the impact of devices such as ChatGPT, Grammarly, and Quizlet on the students to improve vocabulary, grammar and interactive skills. The Mixed Method was used in this research, and in this research, feedback has been taken from different English teachers through survey and in-depth interviews about the devices and services received and their overall impact. According to the report, the major issues facing Augmented Reality and Virtual Reality technologies are lack of available content (64%), teachers (69%) and others. In Iraq, contextual barriers such as unequal access to digital devices, poor quality internet connections and unsteady electricity add to the mess. The study indicates that Artificial Intelligence tools have educational potential, but there needs to be support for infrastructure development, cultural contextualization, and teacher education. In Iraqi schools, the

impact of Artificial Intelligence could be enhanced with additional support for institutions, use of Artificial Intelligence tools relevant to the curriculum and promoting ethical use of Artificial Intelligence

Keywords: Artificial Intelligence (AI)tools, English teachers, sixth-grade, Diyala, pedagogical impact

دمج أدوات الذكاء الاصطناعي في صفوف اللغة الإنجليزية في المدارس العراقية:
الآثار التربوية ووجهات نظر المعلمين

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الملخص

يفترح هذا البحث توظيف أدوات الذكاء الاصطناعي (AI) في صفوف تعليم اللغة الإنجليزية لطلبة الصف السادس الابتدائي في مدارس ديالى. وتتناول الدراسة أثر هذه الأدوات في عملية التعليم والتعلم، مع التركيز على استخدام تطبيقات مثل ChatGPT و Grammarly و Quizlet ودورها في تحسين المفردات والقواعد والمهارات التفاعلية لدى الطلبة. استخدمت الدراسة المنهج المختلط (الكمي والنوعي)، إذ جمعت آراء عدد من معلمي اللغة الإنجليزية من خلال استبانات ومقابلات معمقة حول استخدام هذه الأدوات والخدمات المقدمة ومدى تأثيرها في العملية التعليمية. تشير النتائج إلى وجود تحديات رئيسية تواجه تطبيق تقنيات الذكاء الاصطناعي والواقع المعزز والافتراضي، منها نقص المحتوى المتاح بنسبة (64%)، ونقص تدريب المعلمين بنسبة (69%)، إضافة إلى عوامل أخرى. وفي العراق، تزيد العوائق المرتبطة بالسياق المحلي من صعوبة التطبيق، مثل عدم تكافؤ فرص الحصول على الأجهزة الرقمية، وضعف جودة خدمات الإنترنت، وعدم استقرار التيار الكهربائي. وتوضح الدراسة أن أدوات الذكاء الاصطناعي تمتلك إمكانات تعليمية واعدة، إلا أن تحقيق الاستفادة القصوى منها يتطلب دعم تطوير البنية التحتية، وتكييف هذه الأدوات بما يتناسب مع البيئة الثقافية والتعليمية، وتوفير

برامج تدريبية للمعلمين. ويمكن تعزيز أثر الذكاء الاصطناعي في المدارس العراقية من خلال دعم المؤسسات التعليمية، واستخدام أدوات تتوافق مع المناهج الدراسية، وتشجيع الاستخدام الأخلاقي والمسؤول لهذه التقنيات.

الكلمات المفتاحية: أدوات الذكاء الاصطناعي، معلمو اللغة الإنجليزية، الصف السادس، ديالى، الأثر التربوي.

1. Introduction

1.1 Background of the study

The ESL/EFL is becoming more and more important in the promotion of globalized society. Given that it is the language of the Internet, English has become imperative (Polyudova,2018). It improves access to information, employment opportunities and cultural exchange. Teaching and learning English encounter unique problems, particularly in terms of language differences and variations, as well as the involvement of students' participation.

At present, there are numerous hurdles in the ESL/EFL teaching field. A conventional method is a strategy that works for everyone and the same goes for traditional language learning methods. Often, this approach neglects the individual learning needs, varied pace of learning and different availability of language learning resources.

Also, traditional methods did not fully capture the attention of tech-savvy generation, who expect two-way interaction and multimedia content. Unfortunately, the classical methods of mass training may no longer be effective. According to Rehman (2024), more customized and practical approaches are necessary due to the variability in learner motivation, ability, and formality of learning.

The educational process contains meaningful combinations between which four combinations are basic and essential for proper education. The major components of education are – curriculum, field of education, student and instructor. Artificial Intelligence has impacted each of the four components in isolation, namely the receptor. Through research and AI insight the teacher taught the good and bad effects of AI; meanwhile, students started using and profiting from ChatGPT and chatbots. According to Whalen and Mouza (2023), school officials

utilized AI for CURRICULA and modifications in the schools were made to align with Technical Tool Designed for AI. As stated by İşler & Kılıç (2021) the relationship between these variables is positive, resulting in quality education. A teacher is very important in making sure that all four components work well. Most technologies until recently were used to hold data of instructors (Sun et al., 2021). The emphasis has been changed now and research is done to increase the productivity of teachers. Among all of the studies, the one concerning A.I. is the most paramount. Due to the emergence of new artificial intelligence applications, teachers can now faster and more efficiently provide feedback on students' works.

The recent technological development has tremendously impacted different fields like education which also affected the English Language Teaching (ELT) (Jomaa & Kamal, 2023; Keerthiwansha, 2018; Rao, 2019; Alwahoub et al. 2020; Özyildirim & Jomaa, 2023). Oktadela et al (2023) state that limited vocabulary is one of the most crucial problems experienced by the students. Kamalov et al. (2023) note that artificial intelligence is rapidly becoming a disruptive technology across sectors, including education. Becker et al. (2018) singled out artificial intelligence in education as one of the most important innovations of this century. Educational institutions, especially schools, are the most vital organizations that need to adapt to the new digital world and introduce 21st century skills in their curriculum in the time of fast technological changes. As Karsenti (2019) argues young people are attracted to new technologies, schools could modify and set the right environment for these technologies to be used. The new tools & technologies, for instance, artificial intelligence (AI), offer opportunities and challenges for organizations in this regard. In other words, individuals coming from different languages, cultures, and education systems have various concerns with tools used for technology-making.

There is increasing interest around the world in the addition of artificial intelligence (AI) tools into education. Iraqi English language classrooms, especially at the primary school level, do

not integrate much, if at all. The teacher-centered approach still mainly dominates English language teaching in the sixth grade of the multilingual and multicultural city of Diyala in northern Iraq.

Learning methods and class teaching procedures are not enough to effectively cover the huge syllabus. Similarly, kids are not engaged enough to learn as intended. Teachers' perceptions of using and applying Artificial Intelligence (AI) in English language teaching at Iraqi schools and its pedagogical impact were examined in the study.

1.2 Problem Statement

Diyala, a city of many nationalities and languages in northern Iraq, is facing a challenge of not having artificial intelligence (AI) tools in English lessons. AI tools appear to be of global interest. In other words, you will find it within most of the schools or institutes. However, a blatant lie of unbelievable proportions is that AI tools are not being utilized in primary esse. And certainly, not in English classes. In the sixth grade of the Diyala locality, the English language teacher uses a traditional teacher-centered approach that does not often engage students and meet the varied learning needs of young kids. AI-powered tools such as speech recognition software or language learning applications are becoming widely available. This creates exciting opportunities for improving language instruction and personalizing learning. For understanding the ethical permissibility of modern educational technology, collecting empirical study about using AI tools for public schools in Diyala should be helpful.

1.3 Research Questions

The following question aims to be answered through this research study.

1. What impact AI tools have on the English classes of Iraqi schools?
2. What do educators think about using AI in designing lessons and syllabuses?
3. What opportunities and challenges do teachers face when integrating AI tools in their teaching process?

1.4 Research Objectives

This study investigates how the use of AI's tool can affect English language teaching learning outcomes of 6th graders in Diyala Iraq. The study will also look into the perceptions of English language teachers towards use of AI tools for advantages, limitations and effectiveness. Ultimately, challenges and barriers that teachers face when implementing AI technology will be identified in primary school English language teaching..

1.5 Significance of the study

Due to AI introduction, learners or students are getting a personalized way of learning the English language in a fun manner. The use of artificial intelligence tools like speech recognition software, grammar checking tools, and foreign language learning apps can have great potential for motivating students as well as differentiation of instruction. As a result, all these factors enhance students' academic performance as well as the English language proficiency..

1.6 Limitations of the study

This study has several limitations that should be acknowledged. First, the sample was restricted to sixth-grade English language teachers in Diyala province, which limits the generalizability of the findings to other grade levels or governorates in Iraq. Second, the reliance on self-reported data collected through questionnaires and interviews may be subject to social desirability bias, as teachers may have overstated or understated their actual use of Artificial Intelligence tools. Third, the relatively small number of semi-structured interviews (five teachers) restricts the depth of qualitative insight that could be drawn regarding classroom-level implementation. Finally, given the rapidly evolving nature of Artificial Intelligence technologies, the findings reflect a specific point in time and may not capture subsequent developments in tools or teacher practices.

2. Literature Review

Nowadays learners can learn languages thanks to the incredible development of technology, above all thanks to the use of an

artificial intelligence tool inside and outside the classroom. Although both incidental/implicit and intentional/explicit vocabulary learning are possible, it is still unknown if either type of vocabulary training is more beneficial and successful. Yu and Trainin (2022) state that vocabulary teaching technology can be employed in various ways. According to Yu and Trainin (2022), technology is classified into computer-assisted L2 vocabulary learning (CALL) and mobile-assisted L2 vocabulary learning (MALL). For instance, Al Khresheh (2024) recently undertook a qualitative study on the use of ChatGPT – AI tool for teaching English – through the responses of 46 lecturers and teachers from different countries. The study results indicate that teachers recognize the significant role of ChatGPT in facilitating dynamic and personalized learning interactions between students, they also conceal a great deal of concern about issues such as language fidelity, possible tool abuse and making creativity clampdown. In terms of education, the integrated rating system of ChatGPT may give the students real time feedback which is adaptive and may enable fast adjustments and clarifications.

Moreover, according to Kamalov et al. (2023), artificial intelligence is inherently improving education by closing gaps, creating a more inclusive and productive learning environment, automating administrative tasks, personalizing the learning experience and more feedback in real-time. Chatbots are among the most widely recognized form of AI. Huang and Chang (2021) note their influence on education. According to a survey, the employment of chatbots in education is on the rise (Volny et al., 2021). Research demonstrates that chatbots can enhance student learning and simplify education (Okenowo & Adabiyola, 2021).

Luan et al. (2022), artificial intelligence can be put to use to examine student data that allows at-risk students to be picked out and offered interventions; Sun (2021) cites it can help teachers analyse data from students' results and feedback to improve curriculum design and delivery; and Ecker et al. (2018) state that grading assignment and exam papers with the help of

artificial intelligence can save teachers' time and give consistent marking.

As stated by Sabzalieva and Valentini (2023), the most useful thing that artificial intelligence can offer to learners is timely feedback. With the evolution of artificial intelligence and technology, it has become easier for children to get everything they want to know within seconds and become passionate about it. As students type texts using the computer keyboard, the artificial intelligence (AI) corrects their grammar mistakes, suggests alternatives, and even gives advice (Alam, 2021). Due to timely correction and instruction, they improve their language skills and learn from their mistakes. According to Tseng et al , 2022, students really enjoy and find artificial intelligence to be a fun and engaging learning tool because it is so easily accessible. Students can interact and get help from artificial intelligence in the classroom, at home or at the park. Fahimirad and Kotamjani (2018) remarked differently in their study that AI helps teachers discover students' shortcomings because they do not know what their students require all the time. Upon grouping students based on similar interests, their learning outcomes and achievement of aims are optimally enhanced.

Teachers benefit extensively from introducing artificial intelligence into education. Teachers commonly agree that the job of grading homework is not the most pleasant one there is. A teacher, for instance, has to go through five different courses to mark each student's work and add comments. Fahimirad and Kotamjani (2018) state that an instructor can make use of artificial intelligence (AI) in the same way as an assistant. In this context, Coursera is mentioned by the writers as an example. A person states that in this educational system, many students submit their assignments using AI platforms, which then informs the teachers of the students' mistakes. Throughout the training, the technology indeed grades teacher assignments and assesses student work faster than a human can. According to a study conducted by Humble and Mozeliuss in 2019, artificial intelligence is an intelligent technology that can assist teachers in creating a curriculum targeting the weaknesses of students. It

can also discover the strengths of the students. However, teachers must adapt to technological advancements in this modern age through the use of artificial intelligence. According to Alam (2021), by incorporating technology into their personal and professional lives, educators can enhance their professional development and effectively navigate the ever-evolving landscape of educational resources.

An impartial inquiry would do a lot of good despite the advantages. In addition to its advantages such as accessibility, usefulness, and interactive aspects, artificial intelligence and technology integrated education have some drawbacks. (Lee & Hwang, 2022) One of the challenges to education that contains artificial intelligence is the absence of human interaction (Baidoo-Anu & Ansah, 2023). According to the findings of the study, programs integrated with Artificial Intelligence do not engage like a real teacher/tutor or engage with students. Students who do not have access to real teachers may be disadvantaged and suffer negative impacts on their academic learning (Xu, 2019). At times, an AI is not able to understand pupils like a teacher does or may provide inadequate feedback to students.

When we look at the studies as a whole, it seems that while the AI tools are very helpful for both students and teachers alike, especially in places with less resources or more than one language like Diyala, Iraq, their effectiveness depends on careful use. Moreover, teacher preparation and knowledge of the tools' limitations are also important factors for success..

3. Methodology

3.1 Research Design

A mixed-methods research design was employed in the study to examine the teachers' perceptions in the Grade 6 context of Diyala, Iraq, and provide a robust background on the pedagogical impacts due to the integration of Artificial Intelligence (AI) tools in English classes...

3.2 Population & Sample

This study is concentrating on English language teachers, specifically, grade 6 teachers in Diyala Iraq. The targeted

audience refers to those involved in or experienced with digital tools, including AI or artificial intelligence, who could or would use them. AI techniques were used by research scholars for sampling purposes. Of the 100 teachers who responded the quantitative survey which formed the study sample, five teachers were selected for semi-structured interview. The objective is to study teachers' views in the unique educational context of Diyala and the teaching implications of using AI tools..

3.4 Research Instruments

The questionnaire's content validity was reviewed by specialists in English language teaching and educational technology, who assessed the clarity and relevance of the items, and modifications were made accordingly based on their feedback. The instrument was also piloted with a small group of teachers prior to full administration to ensure its clarity and appropriateness for the study context.

3.5 Data Collection Procedures

An English teacher is one who teaches in Iraq and teachers and effects like content about a second language. A structured questionnaire was given to 100 teachers, mostly of grade 6, in-person and online. The questionnaires were returned within a week completed. In accordance with the survey results, five teachers were chosen for interview sessions which were conducted face-to-face, telephonically or online. Interviews were audio recorded based on members' permissions, while thematic analysis and qualitative coding was done using the verbatim of the transcriptions. The ethical standards were all strictly adhered to throughout the data collection period, keeping the information supplied by the participants confidential, obtaining fully informed consent and data use only for research purposes.

4. Findings and Discussions

This chapter presents and discusses the findings of the survey and interviews conducted with English language instructors in Diyala, Iraq. The results are analyzed concerning the three research aims of the study with a focus on the pedagogical

impact of the tools deployed by Artificial Intelligence (AI), the teacher views, and the classroom deployment difficulties experienced in Grade 6..

4.2.1 Pedagogical Impacts of AI Tools on English Language Teaching and Learning (RQ1)

Table 1 shows Pedagogical Impacts of AI Tools on English Language Learning

Table (1)
Pedagogical Impacts of AI Tools on English Language Learning

Item	Percentage (%)	Remarks
Improvement in vocabulary acquisition and grammatical accuracy	82%	Through tools like Grammarly, ChatGPT, Rewordify
Support for differentiated/personalized instruction	65%	Duolingo, ELSA Speak adapted tasks based on performance
Increased classroom engagement and student participation	74%	Especially with interactive tools like games and chatbots

The implementation of AI technologies enabled differentiated instruction according to students' performance which is vital in schools with mixed ability levels. Two-thirds of teachers indicate that AI tools are enabling students to take a different pathway and learn at their own pace. In the same class, the adaptive mechanisms enabled through apps like Duolingo, Elsa Speak, which enable slower and faster learners to adapt to the pace of the lesson since these apps alter the task level according to replies sent by the student.

The students that needed extra practice with referring to the pronunciation or a sentence were allowed to use the AI-enabled speaking applications as often as they wanted without the fear of being judged or pressurized. With this strategy teachers paid more attention to students having specialized needs.

English classes became more interesting for students due to the integration of artificial intelligence techniques. According to a report, 74% of teachers noted that when they use interactive tools like chatbots or instructional games, their classes become more engaged and active.

These materials made engaging and purposeful interactive learning tasks out of traditional grammar and vocabulary worksheets for the sixth graders.

I used an AI chatbot to simulate a dinner conversation, when even the most timid pupils wanted to speak as they loved talking to a robot without the fear of making a mistake. Lessons equipped with AI capabilities feel more like games or explorations rather than tasks or discoveries.

As per teachers, students using AI too much makes them less critical thinkers and problem solvers. They highlighted this as a big issue. Many of the students in many of the classes, particularly in Diyala, have begun using ChatGPT or Google Translate so they do not have to analyze a sentence grammatically and write on their own. By reducing the cognitive engagement of the students, it generated a false sense of competence. Students appeared to perform fairly well with the help of AI. However, they encountered a lot of difficulties in the exam or teacher-led assessments where these measures were not allowed. Iraq's teaching practices, mainly teacher-led and examination-oriented teaching, conflict with this. Tools like AI foster fluency and curiosity; unfortunately the education system advocates for much grounding in rote learning and evaluation by teacher.

When teachers don't pay much attention to students' activities, students may get overwhelmed by their own thoughts and the help they get from AI.

Iraq, like many other countries structurally advanced, has schools in less-known places such as parts of Diyala that are not allowed to use AI tools. Numerous educators indicated that inconsistent internet connectivity, absence of in-class technology like smartboards and projectors, malfunctioning computers and interruptions in power supply hinder regular use

of AI platforms.

Notably mobile learning (MALL) use seems to be the answer inasmuch as the pupils do not have possession of students' smartphones or tablets. The achievement gap experienced by affluent and disadvantaged students worsens due to students' access to computers at home.

Global datasets serve as a common source for other AI systems which often cannot personalize for the specifics of Iraqi learners when it comes to language, culture and dialect. Some of the feedback generated by AI may, for example, be grammatically correct. Even so, they are culturally inappropriate because they are unaware of local phrases, Islamic expressions, and Iraqi educational standards. When AI systems misinterpret student writing influenced by local narrative styles or Arabic-English code-switching, teachers observed that AI disconnections puzzled students and decreased their cultural confidence. This is because AI systems' "correct" English does not connect with students' lived experience. Educators were worried that West-based AI models would not attract local learners due to the cultural differences between them.

4.2.2 Teachers' Perceptions of AI Tools (RQ2)

Teachers of English in Diyala, Iraq are employing Artificial Intelligence (AI) tools as aids for teaching and learning English. Learner's vocabulary acquisition, pronunciation and writing correction can be improved through the technologies such as Grammarly and ChatGPT. With the help of AI teaching, teachers are very positive that the teaching pattern will become more engaging and adaptive. It will increase individual students' confidence and success through optimised help.

Table (2)
reveals Teacher's Perceptions of AI Tools

Aspect	General Feedback	Notes
Positive view of AI as a teaching assistant	Supportive	Saves time, helps in correction and feedback
Concern over	Critical	May reduce critical

overdependence and misuse		thinking and originality
Misalignment with national curriculum	Noted issue	AI content sometimes culturally irrelevant

A great many educators appreciate the instant feedback provided by AI technologies, especially in situations when class sizes are huge and it is not possible to provide feedback to every student. According to professors, AI technologies are useful complementary tools that relieve the teacher's burden. For example, teachers thought they could help to correct spellings, check for grammar and clarify a definition. Some teachers with minimal digital training suggested that artificial intelligence technology could bridge the gap between urban and rural schools with access to information and feedback.

There were many serious objection against the optimism expressed through these remarks. Many teachers in Diyala said they don't know the proper use of AI. The way many AI platforms work is not clear to many people and many people will misuse or misinterpret them. We were not taught how to use these things An educator made it clear My pupils taught me about ChatGPT not training or the Ministry.

A lack of institutional support and the absence of planned professional development caused many teachers to feel loneliness and/or worry about the pedagogical appropriateness of AI use in the classroom. Some of the young adults were willing to give it a try while some said that they are perfectly fine with not using it out of confusion or fear of misleading children.

There was a great discord between the NCERT and the AIGC. According to the teachers, the output of the AI often produces material, examples or suggestions that are off-topic to the Iraqi curriculum or culturally alien or inappropriate. Students faced perplexity as they were required to answer or write an essay on the content of the syllabus.

AI-Powered Essays Mentioned Holidays, Foods, And Rituals That Were Not Familiar To Iraqi Students. Teachers had to alter

or reinterpret the AI content to check it for relevance and accuracy. The increase in workload put on the schools raised concerns that they will not be banking on AI just yet given the conservative exam-oriented culture..

4.2.3 Challenges in Implementing AI Tools (RQ3)

Table 3 shows Major Challenges in Implementing AI Tools , English language teachers in Diyala, Iraq find it difficult to use AI tools in learning. Almost seven in every ten teachers (69%) say they have not been supported by the Ministry of Education or their school leaders in a structured way while many feel unable to evaluate and implement AI-based activities. Without training, it would be impossible to achieve the integration of AI tools at the class level in Diyala, which suffered from years of instability.

Table (3)
Major Challenges in Implementing AI Tools

Challenge	Percentage (%)	Description
Lack of training and guidance from MoE/school leadership	69%	No formal support or workshops provided
Poor technology infrastructure	63%	Power outages, lack of internet, insufficient devices
Resistance to change from staff/administrators	57%	Preference for traditional methods, fear of misuse

Not having access to essential technology resources was another considerable barrier. Close to 63% of editors said their school did not have enough number of digital devices, the internet and smart classrooms. Some schools, particularly in areas of disadvantage, do not have reliable two-way electricity and working computers.

In addition, most students had no devices of their own, while mobile-based learning was considered too expensive for low-income families. Over a quarter of educators claimed that their attempts to use Artificial Intelligence tools like ChatGPT and language learning apps were thwarted now and then by problems with the network, projectors, or technical support.

Over half of the educators, 57%, indicated that one of the obstacles was resistance from administrators and colleagues to change. Some younger teachers or more tech-savvy educators are eager to use AI but others are not so sure. Lots of people say they feel uncomfortable or have simply refused to use the tool because they don't know how. Teachers are apprehensive due to reasons involving worries. These consist of students misusing AI tools or undermining traditional teaching methods.

In some more traditional aspects of Diyala society, especially at primary level, strong preference for teacher-centered, textbook-driven learning is still present. Some teachers were worried the AI tools will disrupt the classroom mess created by students, and affect concentration. While there were those were worried students might over-rely on AI.

Unless the impediments to the use of Artificial Intelligence are addressed, the education sector in Iraq will not capitalize on its full potential. Most of the values of AI are not beneficial. According to the report, there was an indication that teachers faced some challenges. 6th graders' English classrooms in Diyala have to deal with these issues and at the same time, realize the pedagogical potential of AI tools. Teachers have to provided with training, reliable infrastructure and institutional support for tools to be culturally relevant and aligned with curriculum goals.

5. Conclusion and Suggestion

5.1 Conclusion

The software can give incorrect results at times, which increase the dependability of teachers on such software that limits the thought process of students. Iraqi individuals are goal-focused. The AI tools are available parrallel, which is not appropriate for teaching the target language. On top of everything else, the AI relies on a network which is too poor and at the same time is not available to many series in Diyala. They also suffer from lack of devices and power cuts. Even though they are more knowledgeable about these different devices, they are finding their way into the classroom. The educators are not trained in these gadgets and are even worried about the software and the

choice of words provided by the software and how far reliable it is. The dictionary does not contain some of the words produced using this software. This software has a word processor like Arabic. The messages sent by this software is bombastic and not presentable.

5.2 Suggestions

- 1.The Education Ministry and school administrations must organize training programs for teachers to integrate AI tools.
- 2.Training activities should therefore focus on the tech use of the tools and pedagogical strategies that work to achieve that balance between AI support and critical thinking.
- 3.Investment in digital infrastructure, especially in places currently unserved.
- 4.It is recommended to work with AI developers to create content that is culturally appropriate, and to be mindful of linguistic variation, cultural reference, and educational standards.

Table (4)
Recommendations for Effective AI Integration

Recommendation	Expected Outcome
Conduct AI-focused training programs for teachers	Enhance digital skills and confidence
Invest in digital infrastructure in underserved schools	Ensure equitable access
Collaborate with AI developers to localize content	Culturally appropriate tools for Iraqi learners

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