**A Critical Discourse Analysis of AI Utilization in the Higher Education of Iraqi Kurdistan Region: English Language learners and Teachers’ Perceptions**

In recent years, the integration of Artificial Intelligence (AI) technology in various educational settings has sparked both excitement and concern. In the context of English language classes for university students in the Iraqi Kurdistan Region, the utilization of AI tools and platforms has the potential to significantly impact students' learning outcomes and overall performance. This study aims to explore the effects of AI on university students' performance in English language classes in Iraqi Kurdistan through a critical discourse analysis. The study tries to measure the university teachers’ perception on the issue of whether AI enhances the performance of university students or not. The study expects that the university teachers in the region are skeptical of using AI by the students, since they are not sure about the outcomes of this fast-developing technology in education.