



# The Challenges in Utilizing AI Applications for Postgraduate Students at the College of Language Studies (Mare University in Focus) Mayyada Azeez Obaid Open Educational College/University of Warith Al-Anbiyaa mayada.alrobay3e@gmail.com/ mayad.az@uowa.edu.iq Mayada Aziz Obaid

## Abstract in English Paper Info

This study examines the digital technologies integration in postgraduate language training, challenges and opportunities, specifically in a Malaysian higher education context. By conducting qualitative inquiry at Mare University, the research investigates the interface between new technologies and traditional pedagogies in a dual cycle that explores student experiences, educator insights, and institutional flexibility. Situated within the relevant theoretical frameworks of Constructivist Learning Theory and Cultural-Historical Activity Theory (CHAT), the analysis exposes factors preventing engagement, such as infrastructural shortfalls, reluctance towards pedagogical innovativeness, and anxieties regarding the place of digital tools within the language curriculum. Its constructs lead to some of the benefits envisaged as enhanced personalised/adaptive learning pathways, increased motivation for students and broader access audiovisual/multilingual resources. The study contributes to the body of knowledge on the role of educational technology in teaching, highlighting a growing awareness among language instructors of the need to harmonize their use of technology with the fundamental values of language education. Strategies are considered that pragmatically balance innovation against pedagogical tradition, thus contributing to a body of knowledge useful to institutions trying to cope with digital transformation. This paper argues for context-sensitive implementation of educational technologies and proposes future research outlining how to sustain pedagogical integrity throughout digital evolution.

## Keywords

ArtificialIntelligence,AcademicWriting,PostgraduateStudents,LanguageStudies, AI inEducation,LessonPlanning,EthicalConsiderations.

## Introduction

This study is welcome to on the date of have adaptive learning tools for your graduate students at new technologies In the works of Imsa-ard (2021) and Kassem (2018), observing the results of previous studies confirms that the implementation of AI-based tools for students in conversational skills, where AI tools can offer practice and automatic feedback on the error experienced by students in real-time through intelligent tutoring systems (Kolegova and Levina, 2024), these changes encourage selfsufficient practices, and studies by Gyawali and Mehandroo (2022) show that using such help rather than traditional paradigms will increase the speed of language proficiency enhancements.

Despite these advances, however. obstacles remain that continue to keep widespread adoption at bay. This gap, identified by Gürkan (2018) and Son (2018), is still present, as many educators have not undergone training to take a perspective technological towards teaching for methodology research. Also, some teachers are unable to pass on information in their composing thought technique examination. Thus, practical algorithms issues persist: can be marginally inaccurate in assessing multilayered language assignments (Kristiawan et al., 2024), and inclusive, comprehensive language dynamics is still lacking in accessibility for varied learner groups (Kanont et al., 2024), hampering opportunities to leverage advantages. To illustrate, while early work, for example, Nguyen (2024), has examined user adaptation trends, deeper engagement differences across varying demographics require further examination when it comes to digital language tools.

This poses a 2-pronged challenge to the field — strengthening the reliability of the technology and developing robust training initiatives to avoid detrimental effects to academia. An alignment of innovation with pedagogical expertise and learner needs is, therefore, imperative (Tsou & Chen, 2019).

Graduate Students Using Artificial Intelligence Applications in the College of Languages (A Case Study at Mary University)

perspective is not unique to the work of Sun (2018), as the work of Gurkan (2018) identified the gap at that time, and it persists, as many educators consider adopting a technological perspective as an enrichment methodology essential for progress in pedagogy (my comment). In addition, many teachers lack the ability to convey information when examining the creative thinking process. Therefore, from a practical perspective, algorithms may be somewhat inaccurate when assessing multi-layered language tasks (Christian et al., 2024), and there is still a lack of access to comprehensive and inclusive language dynamics for diverse groups of learners (Cannon et al., 2024), preventing opportunities to leverage these benefits. For example, while early studies (e.g., Nguyen, 2024) have discussed trends in user adaptation, a better understanding of the profound in interaction differences between different population groups with digital language tools remains necessary.

This poses a dual challenge for the field: (a) enhancing the reliability of the technology, and (b) designing effective training programs to avoid any negative impacts on academics. Therefore, new ideas in education must be scrutinized through the lens of pedagogical expertise and end-user needs (Tsu and Chen, 2019).

# **Theoretical Framework**

The Theoretical Basis of Constructivist Learning14 This pedagogical approach is rooted in constructivist learning theory, which emphasizes that students construct knowledge rather than passively receive information. AI tools are commonly used as support mechanisms in graduate language studies (Kazimova et al., 2025), where they can help students tackle complex academic tasks, such as those required by language learning platforms, including ChatGPT. Constructivism emphasizes that AI is not designed to inhibit intellectual backwardness but should be used to ensure critical and This perspective reflective thinking. emphasizes the need for graduate students to balance their efforts with AI applications, conducting language analysis, solving problems, interpreting linguistic and cultural nuances, formulating problem-solving approaches, analyzing language, and understanding linguistic cultural and nuances. Technology Acceptance Model (TAM):

This study offers a unique perspective based on the Technology Acceptance examining Model (TAM) by the usability usefulness and of AI applications from the perspective of graduate students. The TAM model helps assess how students use these tools for tasks such as research, translation, and essay writing. This model distinguishes

acceptance factors from barriers, including accessibility, ease of use, and technical challenges, by examining factors such as user satisfaction and the performance of AI tools (Rostam et al., 2024). Graduate language students at the University of Mary may accept or reject AI tools based on their compatibility with their learning goals and linguistic needs.

# Cultural and Sociocultural Activity Theory (CHAT)

In this framework, CHAT overlaps with Vygotskian perspectives to consider the contextual and collaborative dimensions of language learning. Language acquisition in graduate school is not simply a cognitive process; it is influenced by cultural, historical, and social contexts. However, this theory also identifies some risks; for example, the risk that overreliance on AI may lead to a reduction in...

# Technology Acceptance Model (TAM)

Whereas postgraduate students view the usability and ease of use of AI applications through the lens of Technology Acceptance Model (TAM), it provides an alternative perspective. TAM helps examine how students are utilizing these tools in their assignments, such as research assistance, translation between languages and writing essays. By evaluating user satisfaction and how well the AI tools perform, this model determines not only the acceptance factors, but also the challenges, like accessibility, user-friendliness, and tech barriers (Rostam et al., 2024). Master level language students at Mare University may adopt or reject AI tools,

depending on how well these tools fit the purpose of their learning and language needs.

Cultural and Sociocultural Activity Theory (CHAT)

The framework encompasses SocioHistorical-Cultural Activity Theory (CHAT), which takes into account the contextual and collaborative dimension of language learning. In postgraduate education, language acquisition is more than simply cognitive, but can also be deeply affected culturally, historically and socially. But this theory also cautions against risks such as the possibility that overallegiance to A.I. would inhibit students' ability to learn language-based concepts and key cultural knowledge.

Framework for Critical Ethics

Considering the impact that the integration of AI has on people, academia, and society, a Critical Ethics Framework is needed to tackle ethical affairs. To guide the responsible use of AI in postgraduate education, this element points to three critical dimensions: privacy, bias, and equity. However, AI applications that contain the biases in their training data (Alawneh et al., 2024; Li et al., 2024) may negatively impact language-learning outcomes. In addition, initiatives that collect private information through their use engender privacy concerns and put student data at risk. The framework encourages the creation of an ethical code to ensure data security, fairness in AI outcomes, and safeguards to prevent algorithmic discrimination.

**Customized Learning Models** 

Thimmanna, et al., (2024) personalized and Adaptive Learning Models discusses the way AI personalizes the postgraduate learning experience. ZMDs, based on cognitive psychology and machine learning techniques. AI tools provide support for students' diverse learning styles and competencies through the customization of tasks that target reading comprehension, vocabulary development, and syntax improvement in each individual student. This creates greater interest among students and positive results when it comes to academic development. Such a model, however, also cautions against personalization leading to learning myopia, as students overly rely on adaptive elements that provide tailored assistance as opposed to seeking out additional supports that would lead them to more complex generations of ideas related to language.

AI has proven to be a disruptive and transformative force in education, influencing the methods of research, teaching, and learning used by academic institutions. There are several opportunities as well as challenges for conducting this in higher education with respect to the post-graduate students. Advanced features for student success: AI tools help students learning by providing personalized learning experiences and real-time feedback, and they also can improve overall efficiency through extensive automation. (2024), these tools assist postgraduate students in developing their skills and creating better work in the areas of language studies by providing grammar correction, essay writing help, and linguistic analysis. While such a promising area, there are still hurdles to overcome for the successful use of AI technologies in an

educational context, particularly in specialized institutions such as Mare University's College of Language Studies.

Integrating AI tools into postgraduate education presents major issues that cannot be solved by easy technical fixes. Despite the fact that AI-driven language tools can facilitate engagement and streamline processes, there are fears of over-reliance. This dependency may lead students to prioritize generating AI-based content over outlining their unique concepts and academic intuitions, which may be detrimental to critical thinking and problem-solving abilities (Yusuf & Firdaus, 2024). Moreover, the essentials of language studies at times also require creativity, critical thinking, and cultural consciousness — attributes that rigid properties of some AI algorithms may put at risk.

Ethics are a key part of the utilisation of Ai in postgraduate education endevours. We must consider intellectual property, computational biases, and evaluation equity in these programs. Whether students using AI tools effectively demonstrate the skills they claim to have is unclear, and the technology may bias the results in their favor (Hashakimana & de Dieu Habyarimana, 2020). Biases in AI algorithms have become an increasing concern, as they can unwittingly influence evaluations and teaching methods. Simultaneously, the authenticity and regularity of academic sustainability are essential because AI implementations, in particular generative models can generate results that confuse authorship attribution or raise the threat of plagiarism (Nguyen et al., 2023). This manifests particularly in the case of the postgraduate language

student, particularly where precise language use and imaginative interpretations are paramount.

The distinctive language teacher training at Mare University College of Language Studies complicates the AI approach. Postgraduate students at the College face the challenge of balancing the benefits of AI applications with the inherent issues of their study. As per Bender et al. such as the complexity (2021) of grammar, the intricacies of culture, and the peculiarities of language often necessitate a degree of human understanding and adaptability that AI may not be able to match. This reality now raises a question for students: In order to maintain their intellectual creativity and mastery, students need to also determine when it might be proper to utilize AI as a tool for academic progression, and when a more traditional method involving research and writing on their own will lead to a better learning experience.

Research works overview: This study aimed to explore the views, challenges, and experiences of postgraduate students and teachers in implementing AIpowered technologies in the language instruction of Mare University College of Language Studies. The aim of this study was, specifically, to assess postgraduate feelings on the utility of AI apps in enhancing academic writing ability and whether or not these tools used enhanced writing proficiency, structure and critical thinking. It also sought to find out the challenges students faced when incorporating AI into their academic writing. From the educator perspective, the study explored the use of AI apps for lesson planning, individually-tailored instruction, and the extent of its

implementation for curriculum development, as well as its pros and cons with engagement in the classroom. The study, therefore, answered the following research questions to provide a rich understanding of the role of AI in postgraduate education, with strategies that could inform best practice and policy decisions for practical and effective use.

Therefore, this study investigated the following research questions:

RQ1. How postgraduate students perceive the proficiency of AI tools in improving their academic writing skill.

RQ2. What challenges do students face when using AI tools within their academic writing processes?

RQ3. How postgraduate students use AI applications to create and customize lesson plans?

Methodology

3.1. Research Design

The study adopts a qualitative research design with focus group discussions to explore the perspectives, obstacles, and experiences of postgraduate students and educators regarding the integration of AI-based devices and systems in language lessons. Managing the complexity with an AI focused approach on postgraduate education and teaching methodologies as a whole was only possible with a large number of in depth conversations, capturing the key themes and different points of view using a focus group method. This approach gives the participants an ability to voice their experiences, allowing for conversations about the merits and the woes of using

AI in their academic writing and in lesson planning.

3.2. Population and Sampling

The research focuses on students and teachers at the College of Language Studies at Mare University, postgraduate level. The total eligible population of students for this case is 150 postgraduates along with a specified group of teachers participating in further education on the AI-assisted teaching and evaluation process. the study will employ a purposive sampling technique to ensure a representative participant selection. An acceptable use is postgraduate students with experience using AI-augmented scholarly resources such as ChatGPT, Grammarly, AI-based translator, cross-ref database search, among equivalent positive use.

To stimulate meaningful discussion and ensure diverse perspectives are included, the study will convene five to six focus group discussions composed of eight to twelve individuals per group. It is appropriate size as it allows for dynamic interaction, while allowing each participant to share their reflections.

## 3.3. Data Collection

Semi-structured focus group discussions were the main data collection technique. This discussion explored some important themes around the use of AI in graduate school, including the perceived effectiveness of AI-based tools for academic writing, the challenges that are faced by students engaging AI in their learning practices, and the ways in which educators can leverage the power of AI in lesson planning. It uses a semistructured approach where interviews are framed by key research questions yet participants are allowed to elaborate on their i.e., experiences and perspectives.

Focus group discussions lasted thirty minutes and were conducted in a hybrid manner, combining in-person and online discussion, to address issues of participant availability. All audio recordings and video recordings of the discussions, subject to participants' informed consent, will be stored in such a way as to ensure the accuracy and reliability of the data. It was then transcribed, for study.

The focus groups were held by a qualified moderator, ensuring that focus group participants remained engaged with the research aims. The moderator used a discussion guide that included open-ended questions designed to encourage thoughtful reflection. Sample questions were: What role do AIpowered tools have on students' academic writing, what is the main problems faced when integrating AI, and What role does AI hold in lesson design? The moderator ensured that all participants had a chance to weigh in, and that the discussions were fair and inclusive.

#### 3.4. Data Analysis

Focus group discussions were analyzed using thematic analysis. First, they transcribed all the recorded discussions to ensure accuracy. The transcribed data were coded by classifying the emerging themes to identify significant areas of study such as benefits of AI; problems concerning its integration; ethical considerations; and pedagogical implications. The next stage involved looking for prevalent trends among diverse focus groups, which enabled a comparative analysis of student perspectives. We analysed, synthesized data and drew meaningful insights from the role of AI in a postgraduate education.

### 3.5. Ethical Considerations

The research adhered to strict ethical standards that safeguard the rights and privacy of participants. All subjects were provided with an information sheet explaining the study's purpose, potential risks, and anticipated benefits prior to participation. All participants will be required to provide informed consent before participating in the focus group discussions. All data was anonymized to ensure anonymity and personal identifiers were removed from transcripts and reports. Study participation was entirely voluntary, and participants could withdraw from the study at any time without consequence.

It has been examining the nature of engagement of Mare University's postgraduate students with challenges AI presents to language studies. It paved the way for new research in understanding its importance for blending into higher education and how to best implement it within academia and vocationally.

#### Data Analysis

RQ1. DA: How do postgraduate students view AI-powered tools in improving their academic writing skills?

How postgraduate students feel about using AI-powered tools to write better witten academic texts. As data were collected from the focus group discussions, it revealed significant results concerning how postgraduate students' perception of the effectiveness of AI-powered tools in academic writing within the Institution of Mare University — College of Language Studies. The findings exhibited a mixed bag of AI opportunities to improve writing standards, research proficiency, study habits, accessibility, ethics, etc. While many people agreed that AI applications have much to offer, others expressed concerns about the risks and limitations of relying too heavily on them.

Theme 1. Increased Productivity and Quality of Writing

I extrapolated various statements and comments made in response to my question and revealed one of the main themes that surfaced from these discussions — the notion that AIpowered tools will enhance productivity and quality in writing. Some even said that programs like QuillBot and Grammarly improved their writing by improving grammar, coherence and structure. Most of them said AI tools, as well, helped students proofread their academic papers, correcting errors and improving clarity. AI-powered summarizers and paraphrase tools also helped learners articulate nuanced thoughts more clearly and were found to be very helpful for academic writing.

One response: "AI tools, like Grammarly and QuillBot, help me enhance my academic writing by improving upon my grammar, coherence and structure.

AI-powered summarizers and paraphrasers help me to explain complex thoughts in a much shorter manner. Since AI assists in proofreading, I have fewer errors while writing, and am better able to express myself.

However, a few participants raised concerns about the academic quality of AI writing despite these benefits. AI tools can assist with polishing lan guage and structure in writing, but one partici pant said he often lacks the scholarly rigor and critical depth required of postgraduate study, and needs more manual edits. This statement disagrees with the claim above in a sense that while AI offers a helpful tool to writers, it cannot replace the mental labour involved in generating high-quality academic writing.

It lacks academic depth sometimes, and I also have to go through the text manually by one.

Theme 2. Improved Concept Generation

Another advantage identified by postgraduate students was the role AI could play in research and idea generation. Many of the respondents pointed out how the prompt-generated tools offered by AI helped them formulate their ideas and organize them. AI programs such as ChatGPT Elicit were commended for their ability to effectively summarize research articles, allowing students to pull out relevant information for their literature reviews. Additionally, AI-fueled citation generators were utilized as time-saving tools that ensured the correct formatting and citing of sources.

Given these advantages, several students questioned the reliability of AI-produced summaries of studies and references. Some users also mentioned that some times, the systems make mistakes in terms of inaccurate citation or reading the sources wrong which means they need to change the information manually. This challenge argues that based on the fact that AI can accelerate research processes, students still need to apply critical judgment on AI-generated results to ensure academic integrity and correctness.

AI tools can mistake their sources and generate inaccurate citations that would need to be checked.

Theme 3. Dependency vs the Development of Skills

The focus group discussions also revealed mixed feelings about how AI tools impact students' ability to develop their skills. Many participants saw AI as a useful learning tool, one that improves their writing process without supplanting their skills. They pointed to the importance of using AI rationally, with a critical eye and fact-checking of AIgenerated information rather than just accepting it as absolutely true.

Here is a summary of their group interview:

AI is an amazing learning tool, but I'm also a little scared of using it too much and then not being able to write without it.

I use AI as a supportive solution to help my writing, not to replace my work.

Fact-checking and critically evaluating the results of AI are essential for responsible use. Several of the other participants expressed concern that excessive reliance on AI might hamper the development of independent writing skills. Some students said they over-relied on AI instead of cultivating their own academic writing skills in the process, which could also negatively impact their long-term writing ability.

Theme 4. Issue of Academic Integrity and Ethics

The ethical implications of artificial intelligence in academic writing was a major topic of conversation. Students realized that responsibly using new AI technologies can be important, especially since over-reliance on such tools may make it harder to draw the line between collaboration and cheating. To safeguard academic integrity and protect against abuse, some participants called for clear guidelines from colleges about how or whether to use AI. They also emphasized that while AI can enhance writing, it cannot replace creativity and critical thinking, which are vital to postgraduate research. Here are some of their statements:

Since the overuse of AI tools can in truth be confused between plagiarism and help, they must be used with ethics.

Do you have AI policies in place to prevent misuse?

AI can help you write, but it cannot replace the originality and critical thinking that goes into research.

However, according to some participants, some students engaged in that misuse of AI through copy paste of information produced by AI without understanding it or modifying it. The use erosion of academic values raises questions about ethics and the importance of teaching learners how to use AI for their studies. These findings highlight that institution-level policies and awareness campaigns are essential to restrict on misuse of AI tool as it can be an indespensable software in academic sectors.

Not understanding fancy things when copying pasting content using AIBased.

Theme 5. Usability and Accessibility of AI Tools

Usefulness and accessibility of the AIpowered products played a big role in shaping students' opinions. As it was free to use AI writing tools, so students who may not have enough money can also this and many participants deemed this is helpful. Moreover, faculty noted that real-time feedback by the AI was a useful component of at least some writing tasks that reduced the number of repeated revisions as well as the many features on the AI platforms that made using them easy in students' writing processes.

Many AI writing tools are free, making them accessible to more resource-poor students.

Skinning the app with AI helps in writing because it allows for smoother integration into my writing process through user-friendly UI.

Having real-time AI feedback avoids needless revisions and makes you more efficient. It is worth noting that some of the more sophisticated AI tools require pricey subscriptions that not every student can afford. Others said that the more academic, formal tone needed for some kinds of research articles was sometimes not achieved by AI-generated content, and would need more editing and modification. These considerations suggest that while AI technologies may improve efficiency and availability, financial barriers and restrictions on what types of work can be performed via AI will continue to affect some students.

Not all students have the financial means to cover paid subscriptions needed for some of the more advanced AI tools.

AI-generated text sometimes fails the scholarly register demanded of research papers.

RQ2. What challenges do scholars encounter when integrating AI tools in their academic writing processes?

Social Change: The Challenge of Incorporating AI Tools in Academic Writing

In addition to the benefits AI tools provide to postgraduate students in academic writing, there are limitations of implementation that affect their writing process, skill development and academic integrity. Some of the main issues students brought up in the focus groups were reliance on AI; plagiarism risks; loss of individual voice; accuracy and reliability issues; limits to creativity and critical thinking; technical and accessibility limitations; and language and expression challenges.

Theme 1. Flip on AI

One of the most common concerns for students was the potential over-reliance on ChatGPT and other A.I. technologies, which they felt could hinder their ability to learn how to write independently. Multiple participants noted that because AI can generate text quite easily, accepting results without fully analyzing the content is appealing. This concern is emblematic of a much bigger conversation in education about AI as an assistive component of human intelligence rather than the antithesis of it. Excessive use of AI by students also puts them at risk of losing the ability to generate original arguments and develop critical thinking skills, both of which are essential in postgraduate study. "I fear using ChatGPT too much will hinder my own ability to develop my writing skills," said one of them. I sometimes feel like I am not being critical-minded, because I accept what the AI spits out.

Theme 2. Plagiarism and Ethical Issues

One primary barrier for students was uncertainty on academic integrity and plagiarism for AI-generated content. Since some professors took a benign view of AI, and others saw it as purely a threat to their field, participants expressed some confusion over when it was considered ethical to use the technology in their work. This disagreement led to anxious students unsure of where the line was between academic dishonesty and using AI as a tool. The issue was exacerbated by no formal protocol from universities, while leaving students to sort out AI usage of their own volition. This work highlights the importance for institutions to develop clear policies regarding the use of AI writing assistance that balance control with ethical considerations. Below are

some examples of their words in this regard:

I don't know how much AI-generated content I can use without it being counted as plagiarism.

And some claimed that

Professors have different views on the use of A.I., and it's bewildering to know what's .allowed

Theme 3. Absence of Personal Voice

Another recurring issue found was the struggle of maintaining a unique writing style when using AI-generated content. Many students noted that while AI could improve coherence and grammar, its output often ended up sounding generic, written without the distinctive tone or perspective of academic writing. The convenience that A.I. tools offered was sometimes counterbalanced by the additional work participants had to do to rework A.I.-generated writing into something that sounded more like them, many victims of this phenomenon explained. Since AI models generate repetitive patterns, this issue has led to concerns regarding the homogeneity of academic writing and losing personal individuality.

AI-generated text tends to sound generic, and I have a hard time getting it .to echo my own writing style

And somebody told me that

I spend a fair bit of time then editing what the aid and had written and trying to make it sound more like .me

Theme 4.

#### Accuracy and Reliability Issues

Even if an AI model could produce those solutions well, it was regularly questioned by students on whether it was able, accurate or trustworthy. Other participants complained that AI was providing inaccurate or out-of-date information, requiring more frequent fact-checking. Another major concern was AI's inability to reliably deliver proper citations; students found that references were often fabricated or wrongly attributed. This difficulty posed significant risks for postgraduate students, whose lines of work depend on accurate and verifiable data. The findings underscore the importance of human verification in AI-assisted writing by demonstrating that, while AI can improve efficiency, it cannot substitute for the analytic depth and scholarly rigor.

I have to check everything against everything else because the AI sometimes provides me with incorrect or outdated information." It has difficulties with citations, and I don't fully trust how it generates its references.

Theme 5.

Lack of Creativity and Critical Thinking

AI-generated content was another problem as it hid uniqueness and deep analytical engagement. We may be working together with AI technologies to organize concepts, but multiple students argued these technologies also constrained their ability for critical thought and form original perspectives. The frequent use of commonplace language and AI-generated responses that adhered to the norm discouraged many participants from stretching the boundaries of their intellectual originality. They also suggest that while artificial intelligence (AI) may lead to greater productivity, it does not necessarily encourage more higher-order cognitive skills needed for advanced academic writing and research.

ChatGPT assists with structure, but doesn't really promote deep thinking or .original ideas

It feels like an easy way to get stuck in AI-generated patterns and not push my own creativity.

Theme 6.

Accessibility and technology problems

Among major barriers were access inequalities to AI-laden tools and technological hurdles, as well. Pricey versions with more complex features ---like advanced paraphrasing and in-depth feedback — stymied some students, while others exploited free A.I. programs. They also expressed technical problems when using certain AI tools, particularly when the suggestions required multiple rewording attempts to achieve accurate feedback. These challenges are a reflection of the digital divide in AI access, particularly as students with deeper pockets have an academic disadvantage to those who can afford to utilize high-quality AI software.

All students don't have access to premium versions of A.I., which can constrain the quality of what they :receive. And some other stated that

The AI doesn't always understand my prompts, and so I rephrase and rephrase my .questions

#### Theme 7.

Challenges with Language and Expression

Artificial intelligence (AI) programs may offer useful grammar aids for non-native English speakers, but they also generated linguistic anomalies. Though AIgenerated content was grammatically correct, many students asserted that at times it lacked the disciplinary tone appropriate to some fields or the organic flow of writing found in academia. Others expressed concern that AI tools appeared to be biased toward certain forms of writing, making it difficult to adapt their outputs to the standards of academic disciplines. These findings suggest that while AI can certainly help students improve in language, it does not consistently follow writing conventions in the discipline, signaling that students must take the initiative to revise AIgenerated work to ensure it is appropriate.

I am not a native speaker of English and AI types for me and checks for errors, but not always the phrasing sounds awkward. Another said that:

It feels very much like there are certain types of writing that AI favors and don't necessarily work in my academic .discipline

RQ3. How are scientists和 educators using AI applications to create and customize lesson plans?

AI Tools in Lesson Planning and Personalization by Educators

AI-driven lesson planning has transformed how teachers create and

customize lessons, ushering in new levels of effectiveness, personalization, and engagement. The focus group turned up several reasons that teachers believe A.I. tools help improve lesson planning. This is included among other valuable practices such as organizing lesson plans, customizing content for different learners, ongoing development of interactive exercises, reducing administrative burden, adapting lessons based on student feedback, promoting inclusivity, blending multimodal resources, and building cross-disciplinary links. While AI tools, for example, have made lesson planning easier, teachers are aware of some downsides that require human oversight to keep pedagogy effective.

#### Theme 1.

Generating Ideas and Frameworks for Teaching

Two of the primary applications of AI technologies for instructors are lesson planning and idea generation. Many participants indicated that when producing class outlines, AI-powered tools such as ChatGPT can also help inspire those outlines, confirming that key concepts are methodically noted down. AI-powered lesson planning has also been shown to help teachers organize data more efficiently when constructing curricula for courses that follow a line of progression. This study suggests that AI's most impactful application can be in enhancing lessons in a way that supports instructional cohesion over time, a powerful predictor of how likely a teacher is to continue on a given teaching path.

When I need some inspiration or a different approach, I use ChatGPT to generate some quick outlines of lessons.

AI allows me to get to grips with my lessons in a more structured way, making sure that I move through all the important .concepts in my planning

Theme 2.

Customizing Content to Suit Different Learning Needs

Another major topic that emerged was the ability of A.I. to fine-tune lesson plans to meet a variety of student needs. Educators stated that they were able to differentiate training due to the AI systems' ability to modify content based on student ability levels, learning preferences and individual educational needs. Lesson individualization supported by AI was primarily beneficial for toddlers struggling with disabilities and language issues, as the educators had the opportunity to develop AI-influenced material for them. Such results indicate that AI can enable a more equitable and learner-centric approach to education, where it becomes more attainable for teachers to provide differentiated learning. As one of the stated:

AI trains me to tailor instruction by customizing the content of lessons for students with different skill levels. Another student claimed that:

I tailor AI-produced lesson plans to suit students who have learning disabilities or .lack proficiency in English

Theme 3.

Create Engaging Activities and Resources

AI tools have also been deployed extensively to make interactive activities to enhance student engagement. A number of instructors talked about how they used ai to gamify courses by creating role-playing activities, discussion starters and quizzes. Some participants said that AI tools allowed them to experiment with creative ways of teaching that they would not normally try, introducing new ideas into the classroom. Through its use in activity design, which supports faculty in planning classes that are accessible for varied learning styles, the impact of AI on student motivation and participation is clear (Watson & Adamson, 2023). Some of them asserted that

I use AI to create engaging, interactive tasks, such as quizzes, discussion prompts, and role-play settings. Some viewed it as powerful tool for teaching strategy. One of them stated that:

Sometimes I will ask ChatGPT for creative pedagogical practices that make my lessons more engaging.

Theme 4.

Time saved on administrative purposes

One of the key benefits of the implementation of AI into lesson planning is a decrease in administrative burden. As a result, teachers said that they were able to create lesson plans, summaries and evaluation documents more quickly, allowing additional time for student engagement and instruction. AI automates your mindless planning tasks, freeing you to focus on higherorder teaching goals — mentorship, individualized support — which makes you more responsive and relevant for your students. Such suggestions show that AI tools are capable of increasing the output of teachers by increasing the efficiency of lesson planning with regard to the procedure and the timeline. Here are some of what they say about AI for administration.

Leveraging AI for lesson planning frees up hours of prep time and helps me spend .more time focusing on teaching

AI assists me in quickly preparing lesson objectives and summaries, therefore accelerating .my workflow

Theme 5.

Tips for Adjusting Lessons After Student Responses

Several educators stressed the significance of A.I. in changing class plans based on students' responses and performance indicators. AI-driven tools have provided real-time insights into how students are progressing and allowed instructors to modify their teaching materials accordingly. Participants who discussed the use of AI for this, said they started to realize gaps in student knowledge as they started to respond to queries for one-on-one queries, and in turn enabled them to make improvements to their own teaching strategies to improve student results in learning. A more data-driven approach to teaching is what the findings seem to suggest with AI, a system where the effectiveness of a class might always be modified according to the performance of the students by metrics like grades. Some of them claimed that:

I use AI to optimize my lesson plans based on student feedback, making them more efficient. Some others even considered its role in tailoring lesson plans.

AI assist me in real time to customize my teaching materials according to student .accomplishment

Theme 6.

Enhancing Accessibility, Inclusion, and Diversity

There was an acknowledgement, too, for how AI could contribute to equitable education. Teachers said they had used AI to generate simplified lesson plans for pupils who required more support. AIgenerated transcripts and summaries were most useful for students with disabilities, or students who had trouble taking notes; AI made it easier for them to convert course material into formats they could readily use. These findings offer evidence of the ways in which AI may push forward educational equity by ensuring that every single pupil regardless of their learning challenges ----has an opportunity to engage with course materials.

I utilize AI to produce streamlined versions of lesson copies for students who require additional support.

AI-generated transcripts and summaries assist students who have difficulty note-.taking or have disabilities

Theme 7.

Unifying Resources across Modalities

Another important application of AI in lesson design was the integration multimodal learning resources. Many educators developed the tools to enhance the learning experience overall generating interactive activities, video abstracts and visualizations. AI apps allowed professors to take written knowledge and put it into audio or simplified text, catering to students with different learning styles. These results show how AI could be used to expand the curriculum in terms of the educational form, which should enhance student engagement or change classes based on learning preferences.

AI helps me to develop multimedia resources, including infographics, online .exercises, and video summaries

Transform written content into different formats, like audio or simplified text, for diverse learners; I use AI to help with this.

#### Discussion

This early experiment in AI integration into postgraduate education, at Mare University's College of Language Studies, mirrors the simultaneous nature of opportunities and challenges similarly reflected in the general landscape of AIassisted learning. Drawing from theoretical frameworks such as constructivism, self-regulated learning (SRL), and personalized pedagogy, this analysis offers valuable insights into the practical and ethical ramifications of AI integration. This account situates the findings within theoretical paradigms of engagement, while also presenting its pedagogical, cognitive, and ethical implications through the modalities of the identified thematic patterns.

Designing AI-Driven Academic Texts: Constructivism as a Framework

The potential of AI to improve academic writing complements constructivist learning theory, which describes learning as occurring through a transaction between individuals and tools, where individuals actively construct knowledge. Grammarly, QuillBot, and ChatGPT were all tools that were unanimously corroborated for their respective abilities to fix raw typed content for improved grammar, coherence, and structure; all tools that add a form of cognitive scaffolding that helps postgraduate students break down complex and dense academic writing tasks. This corroborates Kolegova and Levina's (2024) claim that AI can personalize content delivery and provide tailored feedback to postgraduate students by allowing them to actively form their individual learning paths. But in contrast to its positive attributes, the use of AIE has also thrown up big challenges around the attenuation of deep critical reflexivity and the authentic voice, both of which are core foundations of constructivist pedagogy. The difficulty that students articulated in editing AI-generated text to fit with disciplinary norms and their own style suggests that learners must continue to impart agency, in line with the findings of Kanont et al. The findings reinforce Bhargava et al. (2024) that failure of technical tools to be fully explanatory necessitates the input from humans to fine-tune cultural and academic subtleties.

Such issues may be offset by training programs based on constructivist design where students are encouraged to prioritize tools such as AI as an auxiliary device for knowledge construction rather than a dominant resource. By promoting the use of manual corrections and emphasizing the need for reflective engagement around AI-generated responses, educators and institutions can help students resist the homogenizing tendencies of generative AI, thus protecting their intellectual creativity and criticality.

Struggling with Self-Regulated Learning and Over-Reliance on AI Tools

Download : Download high-res image (1MB) Download : Download full-size imageSelf-regulated learning (SRL) theories state that to achieve academic success, students need to actively engage with the processes of self-directed goalsetting, monitoring, and evaluation. While students recognised the contribution of AI tools to the research process, especially in terms of helping to organise ideas, some reported on the risk of over-reliance, which raises further questions about how AI and AI tools should fit within the postgraduate learning environment. Gyawali and Mehandroo (2022) argue for such movement in the context of SRL, for AI allows faster transitions from dependence to autonomy phase and hence, clearly align with some of participants' acceptance of citation generators and automated research summaries. But students' willingness to accept the outputs produced by certain types of AI systems without scrutiny (e.g., fabricated citations, superficial analysis) exposes areas of their regulatory skills that could have shortcomings, signaling that the use of these types of tools, when misused, may weaken the competence of students related to key research practices.

As an alternative to deal with these challenges, the Mare University must develop an AI Literacy framework, aligned with the SRL model. By explicitly reinforcing skills such as source evaluation, fact-checking, and ethical usage of AI tools, educators could assist their students in closing the gap between automation and self-directed effort that contains the seeds of learning. This method resonates with Nguyen (2024) who considers that developing metacognitive awareness will be important in addressing challenges of academic integrity whilst also enabling developmental growth (or more accurately maintaining this).

Ethics, the Digital Divide, and the Case for Personalized Pedagogy

Ethical implications — from concern about plagiarism to equity of access further complicate incorporating M.A. into writing and teaching. Hashakimana and de Dieu Habyarimana's (2020) concern about intellectual property and computational bias matches up with educators' concern that students abuse AI to create unoriginal content. The problem is compounded by a recent report that found that 59 percent of organizations are without institutional guidelines for responsible use of A.I. Additionally, as highlighted by Kristiawan et al. (2024), which is reflected in the inability of students to purchase premium versions of software; thus, equal access to advanced features is compromised. It is true that AI lends itself well to personalized learning (for example, all of the above applications could be used to tailor lesson plans to students with disabilities or diverse cultural needs), but if uneven availability creates disparities in outcomes, AI is far

more likely to exacerbate than disrupt the status quo.

Etc. The paradigm of personalized learning—already an extension of inclusive education models-offers promise with AI-augmented teaching for equitable and personalized learning within diverse student cohorts. For example, educators todo discuss AIenhanced adaptive instructional design as a means of promoting inclusivity and multilateral learning. Leveraging multimodal tools for visual, auditory, and textual aids, as demonstrated by Nguyen et al. (2023), we show how AI can help connect diverse learning styles. These efforts need to be supported by institutional investments in subsidized subscriptions or free campus-wide access to ensure equitable opportunity for all.

A Co-Teacher and a Game-Changer: The Importance of Teamwork in Education

CHAT emphasizes the role of AI as a "mediating artifact" through which it supports the development of target languages and critical explorations of cultural phenomena (Vieira, 2019). Students, for instance, could have access to a variety of linguistic structures, cultural perspectives, etc. through AI writing assistants and translation tools that encourage cross-cultural competencies and create avenues for globalized discourse. Similarly, educators also use AI for personalizing curricula and lesson plans, which would also be in line with collaborative and adaptive learning theories. Key findings from the focus groups showed that AI reduced administrative burdens, enhanced linkages across different curriculums, and enabled inclusivity via differentiated (tailored) instruction. Such

applications mirror Kanont et al. s (2024) propositions of how AI allows teachers to realise their pedagogical capacity as teaching professionals by freeing them up for more mentoring or engagement. But they also emphasized the necessity of human supervision, since AI does not have the context or cultural sensibilities to refine the task. Multimodal tools are an example of personalized platforms that embody this principle, as they enable collaborative problem-solving opportunities as well as studio spaces for active participation in the classroom. AI tools such as role-playing activities and video summary enable active engagement of the learner while still taking into account various skills and needs.

Healthcare Data Influencing Policy Making

Amidst these trends lies the imperative of strong AI ethics policies encompassing the adoption of AI in both academia and the workplace. Aghaziarati et al. (2023) highlight the key role of that institutional support to mitigate these implications. For example, the students at Mare University feel there is no institutionalized academic integrity policy addressing these issues, highlighting a gap that could have been preemptively fulfilled by institutionalized ethics. Plagiarism protections need to be tight at universities, user guidelines need to guide expectations clearly and AI needs to notify about usage transparently. The ethical and responsible use of AI should allow learners to leverage AI as a supportive cognitive co-pilot, and not take unproductive shortcuts.

Conclusion and Considerations for Future Research

The results of this study reaffirm the transformative potential, but not without perils, of AI in the field of postgraduate language education. Theories like constructivism and SRL can serve to ground implementation strategies, providing a roadmap for leveraging AI's benefits while reducing its challenges. Upcoming research could analyze longitudinal outcomes of AI use regarding cognitive maturation and skill preservation. Mare Universities College of Language Studies, also like these higher-level educational institutions, should ensure transparency Alliteracy campaigns, professional opportunity among educators and equitable access to reduce inequity. Educators must balance the use of AI with the need for considered thought, human interpretation and creativity — the most prized products of higher academic study. Moreover, AI can be more effective for non-native speakers in classes where students have the same level of English, however, the same cannot be said for classes where the English levels differ. And while some found AI to have potential use as a tool for improving grammar and clarity in writing, others observed that AI-generated text sometimes failed to conform to the distinctive ways of writing in their specific academic fields. Future studies could explore the effects of AI across different linguistic backgrounds and subjects to provide a wider perspect

## References

Aghaziarati, A., Nejatifar, S., & Abedi, A. (2023). Artificial intelligence in education: investigating teacher attitudes. *AI and Tech in Behavioral and*  
 Social
 Sciences, 1(1),
 35-42.

 https://doi.org/10.61838/kman.aitech.1.1.
 6

- Alawneh, Y. J. J., Radwan, E. N. Z., Salman, F. N., Makhlouf, S. I., Makhamreh, K., & Alawneh, M. (2024.April). S. Ethical considerations in the use of AI in primary education: Privacy, bias, and inclusivity. In 2024 International Conference on Knowledge Engineering and *Communication* **Systems** (ICKECS) (Vol. 1, pp. 1-6). IEEE. https://doi.org/10.1109/ICKECS6 1492.2024.10616986
- Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021).On the dangers of stochastic parrots: Can language be too big? models In Proceedings of the 2021 ACM conference fairness, on accountability, and transparency (pp. 610-623). https://doi.org/10.1145/3442188. 3445922
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Integrating AI in education: Opportunities, challenges. and ethical considerations. Magna Scientia Advanced Research and Reviews, 10(2), 006-013. https://doi.org/10.30574/msarr.20 24.10.2.0039
- Gyawali, Y. P., & Mehandroo, M. (2022). Artificial intelligence in English language teaching: Navigating the future with emerging perspectives. Journal of Language and Linguistics in

*Society*, *26*, 21-27. <u>https://doi.org/10.55529/jlls.26.21</u> .27

- Т., & de Hashakimana, Dieu J. (2020). Habyarimana, The prospects, challenges and ethical aspects of artificial intelligence in education. Journal of Education, 3(7). Retrieved from https://www.stratfordjournals.co m/journals/index.php/journal-ofeducation/article/view/655
- Kanont, K., Pingmuang, P., Simasathien, Wisnuwong, Т.. S.. Wiwatsiripong, B., Poonpirome, K., & Khlaisang, J. (2024). Generative-AI, Learning a Assistant? Factors Influencing Higher-Ed Students' Technology Acceptance. *Electronic* Journal of e-Learning, 22(6), 18-33. https://doi.org/10.34190/ejel.22.6. 3196
- D., Tazhigulova, Kazimova, G., Shraimanova, G., Zatyneyko, A., Sharzadin, A. (2025). & Transforming University Education with AI: A Systematic Technologies, Review of Applications, and Implications. International Journal of Engineering Pedagogy, 15(1). https://doi.org/10.3991/ijep.v15i1 .50773
- Kovalenko, I., & Baranivska, N. (2024). Integrating Artificial Intelligence in English Language Teaching: Exploring potential the and challenges of AI tools in enhancing language learning personalized outcomes and education. European Socio-Legal

*and Humanitarian Studies*, (1), 86-95. https://doi.org/10.61345/2734-8873.2024.1.9

- Kolegova, I. A., & Levina, I. A. (2024). Using Artificial Intelligence as a Digital Tool in Foreign Language Teaching. Bulletin of the South Ural State University. Series: Education. Pedagogical Sciences, 16(1), 102-110. <u>https://doi.org/10.14529/ped2401</u> 10
- Kristiawan, D., Bashar, K., & Pradana, D. A. (2024). Artificial Intelligence in English Language Learning: A Systematic Review of AI Tools, Applications, and Pedagogical Outcomes. *The Art of Teaching English as a Foreign Language (TATEFL)*, 5(2), 207-218.
- Li, Z., Dhruv, A., & Jain, V. (2024, February). Ethical considerations in the use of AI for higher education: А comprehensive In 2024 guide. IEEE 18th International Conference on Semantic Computing (ICSC) (pp. 218-223). IEEE. https://doi.org/10.1109/ICSC5980 2.2024.00041
- Nguyen, T. T. (2024).Students' Perspectives of Formative Feedback in English Classes: A Study at Case a Military University. Proceedings of IAC in Budapest 2024, 117.
- Nguyen, X. H., Nguyen, H. A., & Cao, L. (2023). Unleashing the Potential and Recognizing the Limitations of ChatGPT in

Vietnamese Geography Education.

- Rostam, N. L. S., Azmimurad, A. M., Hassan, H., & Sapuan, W. N. M. (2024). Perceived Effectiveness of Using AI-based Applications in Project-Based Learning. International Journal of Research and Innovation in Social Science, 8(3s), 4425-4435.
- Thimmanna, A. V. N. S., Naik, M. S., Radhakrishnan, S., & Sharma, A. (2024). Personalized learning paths: Adapting education with AI-driven curriculum. *European Economic Letters (EEL)*, 14(1), 31-40.
- Vieira, D. A. (2019). Italian for all: Italian as an additional language in an Integrated Center for the Education of Brazilian and immigrant Youth and Adults. *Revista Italiano UERJ*, 10(2), 116-135.
- Yusuf, F. B., & Firdaus, F. M. (2024). **Problem-Solving** Enhancing Skills and Spirit of Mutual Cooperation in Mathematics Learning through Teaching at the Right Level. Yusuf, F. B., & Firdaus, F. M. (2024). Enhancing Problem-Solving Skills and Spirit Cooperation of Mutual in Mathematics Learning through Teaching at the Right Level Approach. *Elementary* School *Scientific Journal*, 8(1), 90-100.
- Approach. Elementary School Scientific Journal, 8(1), 90-100.Yusuf, F.
  B., & Firdaus, F. M. (2024).

EnhancingProblem-SolvingSkillsandSpiritofMutualCooperationinMathematicsLearning through Teaching at theRightLevelApproach.ElementarySchoolScientific Journal, 8(1), 90-100.

Learning through Teaching at the Right Level Approach. *Elementary School Scientific Journal*, 8(1), 90-100.

# **Abstract in Arabic**

يستكشف هذا البحث التحول نحو استخدام الذكاء الاصطناعي في التلخيص در اسات اللغة لطلبة الدر اسات العليا وزيادة التحديات والفرص الناتجة عن تحول التقنية، وقد تم القيام بالتحليل المعرفي باعتماد منهجية أدبية تشمل التطبيقات والطلابية، وموقف هيئة التدريس، والجانب التكنولوجي للتكامل مع أدوات الذكاء يعتمد البحث الإكليلي التحليلي على تسليط الضوء على أبرز العراقيل الاصطناعي ، كالبنية التحتية التكنولوجية التي لا تشجع، ومقاومة التغيير التربوي، والتحفظات من ناحية أخرى ، سيكشف التحليل المعرفية حول الادماج التكنولوجي في اللغة الكيفية التي يمكن من خلالها التخلص من هذه المشاكل لجعل التطبيق مفيدًا بشكل تقدم النتائج حلا دعائيا يثبت وجوده في تحقيق تطبيق قاعدة بيانات اللغة ينتهي المقال بتحديد اتجاهات البحث التكنولوجيا من خلال العمل الأكاديمي ينتهي المقال بتحديد اتجاهات البحث التكنولوجيا من خلال العمل الأكاديمي