



ENHANCING THE QUALITY OF HIGHER EDUCATION THROUGH THE INTEGRATION OF AUTOMATED LINGUISTIC TOOLS

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DOI: <https://doi.org/10.5281/zenodo.19675296>

ABSTRACT

Today technological tools are not making peoples' lives easier through widespread opportunities, but they are also influencing every system in the universe, especially education. The educational environment is growing significantly due to the improvement of technological devices. It helps both educators and learners find information quickly, collaborate and contact at any time and so on. In this study, the benefits as well as possible challenges are discussed based on different views of authors.

Keywords: AI chatbots, self-study, Chat GPT, Gemini, overreliance, brainstorming, study aid.

INTRODUCTION

Findings are largely positive, suggesting Gen AI can boost student motivation through enhanced enjoyment, satisfaction, and immediate feedback on tasks (Williams & Ingle, 2025). Gen AI offers alternative ways of learning when students are bored studying the same thing. As Campbell, L. O., & Cox, T. D. (2024) noted, AI chatbots considered as supportive in learning, professional growth and professional endeavors. Since AI tools have been using frequently, self-study has improved among learners. They prefer to study in a creative atmosphere without distractions, utilizing necessary learning tools. The top benefit was "teaching critical digital skills"; by 2025, "efficiency" became the most frequently cited benefit (Sebesta, 2025). Students usually use the AI chatbots to generate ideas, brainstorming and check their mistake. That's why, it is a study aid which develop learners' critical thinking and problem solving skills. Similarly to those scientists, Aldreabi et al. (2025) observed that, when students find Gen AI tools easy to use and navigate, they are more likely to have a positive intention toward adopting them. Empirical studies show that, almost all students have been introduced with AI tools and they use them in their project works, preparing exams and daily classroom activities. AI should ease exploratory learning, allowing students to evaluate hypotheses, analyse real-world data, and receive feedback through intelligent simulations (Belot, 2025). However, there are several concerns about ethical use, students' academic dishonesty and teacher training.

Benefits of AI tools

"AI models can help higher ed institutions perform assessments of their AI readiness... boards need to be aware that if they want to innovate, they need to be looking at digital transformation." (Howard & Ulferts, 2026). It seems that, moving to digital transformation is required in the competitive world if universities want to grow

and learners have to be aware of AI tools for enhancing their language skills. There are several benefits when the world is promoting the use of digital tools in educational system. Belot (2025) found that, it improves student agency that gives the greater sense of ownership when they self-study with the help of AI. Furthermore, there are other accurate and measurable reasons why students rely on Gen AI considerably. According to Campbell & Cox (2024), the primary personal benefits cited were saving time (60%) and building writing self-confidence and efficacy. In traditional learning students take a long time to find information from books or journals but with digital tools it is easier and require some time to get the idea of something. Sometimes it is beneficial when learners try to remember but it is not efficient for stealing ideas, unfortunately. Again Campbell & Cox (2024) counted that, students used AI for looking up answers, researching specific topics, and formatting references. AI-powered systems operationalize these principles by customizing learning paths and removing barriers for students with disabilities or linguistic challenges (Belot, 2025). Sometimes books and articles were written in high scientific way, which is difficult to understand and analyse. Or long articles can be summarized with the help of chatbots which is good for researchers. Badger et al. (2026) observed that, students receive personalized learning experiences and immediate feedback which increased engagement between students and AI. . Notably, introverted students benefited from a low-anxiety environment to ask questions they might not voice in class. This means the use of Gen AI depends on students' level of knowledge as well as their behaviour. Shy students do not ask questions in front of their peers and it is useful to ask from AI instead of sitting without understanding the topic. Joshi (2026) argued that, after some time students improve their confidence in their academic abilities through interactive step-by-step explanations and personalized assistance. That is the reason why AI tools seen as a "study aid" in educational environment. Think of Gen AI as a digital companion that can assist you with finding information, answering questions, and providing creative inspiration (Campbell & Cox, 2024). It motivates both students and teachers to conduct the lesson intriguingly based on defining students' needs and offering up-to-date materials for any topic. As Aldreabi et al. (2025) cited, the interactive and enjoyable environment created by the conversational aspect of Gen AI tools enhances the learning experience and stimulates students.

Howard & Ulferts (2026) counted that students mostly use Chat GPT for text citation and brainstorming, Google Bard for real-time research integration, and Gemini for its unique "emotional AI" capabilities that create empathetic learning environments. Similarly to that view, Baskara (2025) and Yan (2023) Generative AI platforms such as Chat GPT... have emerged as powerful tools for fostering language skills, promoting learner autonomy, and enhancing engagement in diverse educational contexts. Chat GPT and Gemini are highly user-friendly due to their message delivery conveniences because they both explain any topic in different ways according to learners' needs. Baskara (2025) named the Gemini as a "multimodal technical explanation," that allowing students to process information through images, web data, and text simultaneously, which supports deeper contextual understanding. It is not only for self -study, but doing assignments and presentations are more academic and well-designed with Gemini. Like Gemini, Chat GPT also offers a massive facilities for students to learn. Campbell & Cox (2024) described it as a "digital companion" that is superior for "creative content production" and breaking

through the "blank page" hurdle. Chat GPT is known among students as a generator of ideas, because at any time and about any topic it gives not only various information but simplify it based on students' perception. It is proven by Badger et al. (2026) that, Chat GPT is praised for its "conversational skills" and ability to handle "tone, empathy, and context extremely well." This makes it the preferred tool for drafting, editing, and "tone adjustment" in academic writing.

Challenges of using Gen AI in learning

The most immediate concern is the potential for AI to be used for plagiarism and cheating (Williams & Ingle,2025). Once students use AI tools, they may not understand how to use them ethically and may commit plagiarism, whether intentionally or unintentionally. Before introducing digital tools, it is better to have been aware of possible concerns. Megawati et al. (2025) mentioned the gradual and sometimes reluctant uptake of new methodologies and technologies. This reluctance is rooted in a combination of institutional, cultural, economic, political, and contextual factors. So, it is not the only learners' problem, officials require to take significant actions to prevent probable issues. One of the pressing challenges is for AI to exacerbate academic dishonesty, as the increasing availability of AI tools that can generate essays, solve complex mathematical problems, or simulate research results poses a danger to academic integrity (Howard & Ulferts, 2026). The most common type of academic dishonesty is plagiarism. It appears in various cases such as copy-paste the text from Gen AI, or paraphrasing someone's work without mentioning the source. Moreover, Batista et al. (2024) emphasize that AI's ability to generate content indistinguishable from human work making it difficult for educators to detect instances of academic fraud. These issues may cause students to become reluctant for emotional AI support or decision-making, potentially hindering the training of independent problem-solving and interpersonal skills. AI performs the studies instead of learners, leading to negative impacts on students' academic integrity. They get higher GPA or higher scores on their assignments but it is surface-level reading decrease students' critical thinking and problem-solving. Students and teachers both "share concerns about the misuse of AI tools, such as using Chat GPT for assignments", leading to broader anxieties about "academic integrity and ethical use (Yavich et al., 2025). Similarly, to Yavich et al. (2025), Williams & Ingle (2025) noted that, the main finding was that no form of coursework assessment was completely immune to Chat GPT interference, an important outcome that was agreed by both partners. However, students do not use Chat GPT for only generating ideas but they already begin to download a ready-made images, files and essays. Atwood, M. (2023, June 20) described Chat GPT as a totally plagiarism machine. They are taking things that people have written and they are mashing them up. Observations show that, AI chatbots answer the given questions differently when several students ask the same question as well as various feedback is taken for the same task. Chat GPT exhibits something like the banality of evil: plagiarism and apathy and obviation. It summarizes the standard arguments in the literature by a kind of super-autocomplete... It says nothing; it just repeats what is said (Chomsky et al., 2023).

CONCLUSION

Findings show that, Gen AI has advantages for studying but drawbacks also must not to be ignored. Once students have enough ideas about using AI tools, then much percentage of problematic issues may prevent beforehand. It is visible that,

many higher educational places do not provided with teacher training sessions. Learners follow the rules of educators if potential concerns have been taught in a proper way and on time, it would be effectively to use Gen AI for lessons. To illustrate this, the TEQSA report from 2023 notes an increase in cases of plagiarism linked to AI tools, emphasizing the need for comprehensive policies and educational initiatives to further ethical AI use (Howard & Ulferts, 2026). Universities need to be supply with AI detection system in order to make proof it in front of their students and also it makes easier educators' work with fast speed and accuracy. Or penalty may be enforced that can influences on students' academic behaviour like being shy, afraid of getting zero from their work. Here, the effective approach is both students and universities should balance the AI use. It need not to be used for copying, institutions task is promote more benefits of Gen AI including brainstorming, finding information and useful research settings. As Badger et al. (2026) summarized, effective AI-enabled personalized learning requires a comprehensive strategy. Success is not found in the technology alone but in a "holistic approach" that addresses technological, pedagogical, and ethical issues simultaneously.

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