Liberal Journal of Language & Literature Review
Print ISSN: 3006-5887
Online ISSN: 3006-5895
https://llrjournal.com/index.php/11

# Exploring Teachers' Awareness And Use Of AI In Language Assessment

[1]Ali Raza Khoso
[2]Shoaib Noor
[3]Hassan Mehmood

[1]Lecturer, CELL, Mehran University of Engineering and Technology, Jamshoro, Sindh, Pakistan
ali.khoso@faculty.muet.edu.pk
[2]MS Scholar, CELL, Mehran University of Engineering and Technology, Jamshoro, Sindh.
Noorshoaib889@gmail.com
[3]Batchelor in English Studies, Shaheed Benazir Bhutto University Sanghar Campus.
20bseng26_sng@student.sbbusba.edu.pk

**Liberal Journal of Language & Literature Review**
**Print ISSN: 3006-5887**
**Online ISSN: 3006-5895**

## Abstract

The main goal of the research is to explore the perceptions of the newly appointed lecturers to the Shaheed Benazir Bhutto University, Sanghar Campus, towards the application of ChatGPT, a powerful tool that is already widely used in learning environments. Compared to generic AI platforms, ChatGPT has been broadly used by educators to come up with assessment material, which makes it a proper perspective in the study of AI-aided exam preparation in language classrooms. Nonetheless, most of the lecturers in most universities especially the teachers at Shaheed Benazir Bhutto University, Sanghar Campus are yet to be oriented on how to utilize these applications. This research indicates that the desire among teachers to assess language based on AI is hampered by the fact that they are not exposed to AI literacy and effective training to use AI in a fruitful manner. In this research, the qualitative research design was used to address the perceptions of new appointed lecturers. The study was undertaken in Shaheed Benazir Bhutto University, Sanghar Campus where the participants contributed their own experience, preparation, and issues associated with the implementation of AI in learning institutions. The technique used to select participants was purposive sampling. The study sample is composed of eight lecturers who are newcomers in the university. The use of face-to-face semi-structured interviews was used to collect data. To examine the data, the thematic analysis method has been used, based on a six-step guide identified by Braun and Clarke (2016). The results demonstrate that ChatGPT is an effective tool in lesson planning, development of resources and formative evaluation. It provides solutions to save the time, helps create the differentiated learning materials, advocates student-centered practices giving learners an opportunity to work on the language tasks on their own. Further, the tool has been discovered to increase the confidence of lecturers in dealing with heavy language materials especially when the teaching experience is limited. In subsequent studies, one should consider broader scope in terms of educators with different scholarly backgrounds, differing institutions and experiences in teaching. The views of students on the application of AI in learning can add more depth to the sphere of its influence in the classroom. Moreover, studies conducted in a longitudinal manner may

examine the way in which the implementation of generative AI may change over the years and what long-term consequences it has on the quality of the teaching process, the results of the learners, and the practices of institutions.

**Keywords:** Teachers' Awareness, Use of AI, Language Assessment, Newly Appointed Lecturers, ChatGPT

**Introduction**

An explosive growth of Artificial Intelligence (AI) as an enabler of innovation in higher education can currently be observed, giving rise to innovative paradigms of interaction between faculty and intelligent systems. Such transition is transforming the profession of university educators (Moorhouse & Kohnke, 2024). Powered with AI, new opportunities have emerged to enhance the quality of education and make it more productive in the teaching process (Mustafa et al., 2024). The tools can support university lecturers in numerous academic activities that include curriculum design, creation of differentiated learning activities and plan personalized learning. Specifically, AI is becoming much more popular in the field of testing and examination preparation (Rivera-Rosas et al., 2024), where the innovative capabilities of generative AI (GenAI) fall into making test items, practice tests, and other services, providing immediate feedback automation (Xi, 2023). Such technological integration does not only lessen the burden of education providers at the university level but also increases the level of learning experience of students through more adaptive student-centered assessment. Relevance of AI can be particularly observed regarding English language teaching, as it becomes an ever-more influential tool of digital transformation (Crompton & Burke, 2023). As a result, higher education teacher training and professional development programs should focus on AI literacy so that newly hired university lecturers could acquire the required digital skills that would allow them to operate successfully within the context of a tech-mediated academic space (Adeshola & Adepoju, 2023). This training is more than just basic technical knowledge as it aims to focus on the pedagogical use of AI tools to improve the performance of students. Although it seems that AI can directly affect assessment practices positively, currently, many teachers continue to struggle with the development of assessment aimed at benefiting language learning (Willis et al., 2013). AI will contribute to the resolution of such issues since it streamlines the process of

assessment and makes it resultative (Zhai et al., 2021). Yet, there is still a concern about ethical application and pedagogical trustworthiness of AI, as there is a necessity to develop clear coding instructions and guidelines concerning ethical approach (Ciampa et al., 2024). This paper uses the framework of Braun and Clarke (2016) to discover how lecturers in the university interact with AI in the assessment process. These involved: (1) familiarizing with the data, (2) establishing preliminary coding, (3) seeking themes, (4) reviewing the themes, and (5) defining and naming the themes, and (6) presentation of the report. The methodic manner of work made it possible to identify the patterns and themes concerning AI literacy, assessment empowerment, and the changing role of technology in the teaching processes.

The extent to which they find ChatGPT easy and difficult to use influences their readiness to use it in teaching. Social Influence: How their peers suggest institutional policies and norms of other academics influence their personal view on the use of AI in assessment. Facilitating Conditions: Wider ethical, contextual and infrastructural drivers of ethical and competent use of AI in higher education. This is the main goal of the study which aims at investigating the scope of perception of new lecturers in the government institutions of Sindh on the usage of ChatGPT, a high-level AI tool most utilized in the education sector. Compared to other common AI platforms, ChatGPT is extensively used by teachers in the creation of assessments content, which is why it is suitable as the target of study of the use of AI in the preparation of exams within language education context.

**Research Questions**

What is the implication of the use of ChatGPT in the pedagogical process and assessment capability of newly appointed university lecturers in terms of preparations of language learning exams?

What are the variables that determine them to adopt the Chat GPT, and what role do AI literacy and ethical issues play in this process?

The present study provides an invaluable opportunity to get a better understanding of the way university lecturers are responding to the use of AI-based tools in language testing. It also highlights the need to incorporate AI literacy in faculty development platforms so as to expose teachers to the ever-growing needs of higher education.

**Problem Statement**

In the era of post AI, Artificial Intelligence (AI) tools, such as ChatGPT, have gained popularity in the educational field to perform several tasks, including exam preparation, question creation, and feedback. But a great number of university lecturers, especially in university, remain oblivious to effective use of these tools. Studies indicate that the insufficient level of AI literacy and adequate preparation of teachers constitutes one of the greatest disadvantages addressed because it restrains them in the implementation of AI in the meaningful assessment of languages (Zawacki-Richter et al., 2019). Moreover, there are increasing doubts concerning the ethical practices of AI and question marks are raised on the validity of AI created test material and the extent to which these mechanisms find applicability in facilitating actual learning (Ciampa et al., 2024). Another factor that recent research focuses on is that most teachers lack confidence as to how to operationalize AI tools like ChatGPT within their pedagogical practices and whether the institutional support and guidance of the latter are adequate to promote use of AI (Hussain M.M et al., 2025). Most educators also feel uncertain regarding the ways of using AI tools such as ChatGPT in their educational practice and how their institutions can be helpful or even guiding recent studies also. This scenario causes cluelessness and indecisiveness among lecturers who are new to the job in terms of embracing AI in their evaluation work. Thus, this research examines how these instructors interpret and apply ChatGPT in the preparations of language exams and how decisions are made. Detecting such problems, the study can assist universities at the stage of designing more adequate training modules and ethical principles of the AI integration into education.

**Literature Review**

**AI in Education and Teacher Preparation**

Artificial Intelligence (AI) is the method of processing the received information, gaining knowledge, and utilizing it to implement certain tasks using adjustable decision-making (Amin et al., 2024). Although the use of AI in education has been mushrooming in the last ten or so decades, there is still little understanding on how to use it in training university teachers, most notably the newly recruited lecturers, which harbor firsts several opportunities and potential problems. The history of AI in education has deep roots in the 1950s when the early computer-assisted education

established a template that could later be realized as an AI-based learning system (Chan & Tsi, 2023). Such systems have transformed into dynamic platforms that provide interactive, personal and responsive learning platforms.

Nevertheless, there is no consensus among scholars as to whether AI technologies are producing good results in the teaching strategy and instructional quality (Zawacki-Richter et al., 2019). Some of the technologies, including natural language processing (NLP) and machine learning, have considerable potential to change how teaching and assessment are done at university level (Zawacki-Richter et al., 2019). According to recent studies, learning with AI is more adapting and personal (Chan & Tsi, 2023). Such tools as Google Gemini, Claude, ChatGPT, Microsoft Copilot, Bard, or Jasper.ai have shown themselves to be useful in a range of learning scenarios (El Naggar et al., 2024; Grassini, 2023). However, the usage of these tools into the actual educational systems, especially the teacher education and professional development programs targeting the university lecturers, is weak.

The use of AI can help determine the gaps in the knowledge of students and provide them with instruction accordingly (Stošić & Malyuga, 2024). They have found more use with their ability to save time in content creation and administration occupations (Hashem et al., 2023). However, a controversy about the pedagogical significance of AI in teacher preparation is still ongoing. It is stated that although AI will help create more individual and autonomous forms of learning (Bourgeois et al., 2020; Renz et al., 2020), there is a risk of paying too much attention to automated tools, thus losing the emotional and humanistic sides of teaching (Oh & Ahn, 2024).

In addition, AI provides the opportunity to change teaching in ways that are too promising, such as adaptive learning systems, real-time feedback, and automated high-level administrative procedures (Renz et al., 2020). Yet ethical issues related to data privacy, fairness and transparency are still critical emerging topics (Lim et al., 2023). Currently, advanced AI technologies allow creating friendly and interesting learning environments that can increase student motivation (Chen et al., 2020). The AI tools can also complete tasks that normally would be fulfilled by the educators which are interpreting student questions, providing instructions and sustaining the interactive conversation on the digital platforms (Lim et al., 2023). Such systems give individualized feedback and take care of day-to-day tasks such as attendance,

assignment, and documentation, and allow the teacher to govern their teaching material and direct student support more (Chen et al., 2020).

Nonetheless, it is worthwhile to state that recent research studies have demonstrated that newly employed and inexperienced English language instructors tend to experience complications in successfully incorporating AI tools since they lack the necessary digital literacy skills as well as the adequate pedagogical training in technology-enhanced teaching (Moorhouse, 2024). This skills gap is vital to fill out, particularly with AI being increasingly involved in education setups. To enable the early-career university lecturers to create efficient exam questions and to control the intricacies of AI-assisted assessment, it is highly desirable to increase their levels of AI literacy (Chen et al., 2020; UNESCO, 2021).

**AI's Role in Enhancing Language Learning**

Artificial Intelligence (AI) has chiefly affected the sphere of teaching the English language proposing both ground-breaking opportunities and essential challenges (Edmett et al., 2024). The development of generative AI (GenAI) which can create original content has significantly influenced the aspect of language learning by offering individual and learner-centered guidance (Chiu, 2024). The broad analyses of AI usage in English Language Teaching (ELT) during the period of 2014 to 2022 allow determining five main areas in which AI has been applied: pedagogy, speaking, writing, reading, and self-regulation (Edmett et al., 2024). Although the merits of AI in the above spheres have been well-documented, the review also confirms the existing shortcomings and inconsistent implementation in various teaching environments.

An example is voice-based assistants like Amazon Alexa which have potential in helping improve speaking abilities. Nevertheless, the common thing that learners do and abandon the use of these tools is when they encounter pronunciational difficulties, especially the ones that deal with International Phonetic Alphabet (IPA) (Dizon & Tang, 2020). By the same token, automated feedback tools such as Grammarly do not contribute to the formation of higher-order writing skills, such as reasoning and the development of coherence (Dizon & Gayed, 2021; Nazari et al., 2021). Even though AI-driven games can contribute to the acquisition of vocabulary (Zheng et al., 2015), there are questions about their sustainability in the process of

increasing memory retention. AI chatbots have been used to promote listening comprehension, but since they are not capable of sounding like humans in their conversations, real and rich interactions are not provided (Hew et al., 2023).

The key problem in terms of the successful implementation of AI into language learning is the lack of AI literacy on the part of pre-service and in-service teachers. As an example, a study of Slovak pre-service English teachers revealed that most of them performed frequently with AI tools but did not feel confident enough to apply them in the real classroom context (Pokrivcakova, 2024). Next to it, Ciampa et al. (2024) described that despite the support of the educators on the transformational opportunities that AI offered, they generally felt not ready to integrate it into the pedagogical process. According to Wang and Lu (2023), the development of instructional competence in the sphere of AI application requires direct experience of working with the latter, claiming the responsibility of development with respect to the active practice of the conjectural instructional competence within its local context.

**AI's Influence on Assessment Practices in Education**

Artificial Intelligence (AI) is transforming education assessment services by giving faster, customized, evidence-based assessment tools. Although the research recognizes the transformative potential of AI, there is still controversy about the reliability of AI, ethical considerations, and the necessity of its human control (Grassini, 2023). Conventionally, the evaluation process was done manually, which lacked objectivity, time efficiency, and teacher-centered style (Penny & Coe, 2004). Generative AI (GenAI) shines some light on these traditional models by facilitating the more adaptive approach to learning, which allows more flexible and individualized assessment methods (Chiu, 2024).

Evaluation is central to monitoring the academic achievement of the students and making relevant changes to instructions (Wang et al., 2023). AI-empowered tools have been proved useful in grading grammar, vocabulary and speaking skills with greater accuracy in the setting of English Language Teaching (ELT) (Lukácsi, 2020). Notwithstanding the benefits mentioned, there are still worries of overdependence on automated feedback, the danger of algorithm prejudice, and the chance of diminishing human propensity in delicate assessment exercises (Ciampa et al., 2024). However, the fast, repetitive, and scalable performance of AI implies the possibility that it may

exceed conventional assessment approaches in certain situations (Stošić & Malyuga, 2024).

In the future, it is generally expected that AI is not going to completely replace human evaluation but instead support it by using blended assessment models that will combine AI-generated information with the experience of teachers (Grassini, 2023). This development requires an educator in general, and a newly established lecturer in the government universities of Sindh, to become AI literate, and also to acquire critical thinking, which would help the educator to interpret or deploy claims made through AI-generated assessment data. According to Williyan et al. (2024), technological forms of assessment offer new possibilities; nevertheless, the scholars still emphasize the necessity to pay attention to fairness, transparency, and accessibility questions (Bulut et al., 2024).

A spectacular assessment that takes advantage of AI is Magic School AI, which is specifically targeted towards an educator market, and one that has reportedly been picked up by more than 1.5 million users across the globe (Mustafa et al., 2024). In contrast to more versatile tools, like ChatGPT, which imply some level of prompt engineering skills and manual editing, Magic School AI allows creating education-oriented, and pre-structured features that minimize the cognitive load on the teacher and ensure easier administration of tasks (Setyaningsih et al., 2024). Although these systems are quite helpful, additional research is required to examine their long-term performance and to analyze whether they can reduce or sustain biases in evaluation.

**AI Literacy, Limitations, and Ethical Considerations**

Although AI has a tremendous potential of changing how language is taught and assessed, when applied in the educational context, it also brings with it several challenges about accuracy, bias, moral accountability and excessive automation. AI literacy is an essential skill to educators as it helps them to critically analyze AI tools, outline their limitations and consider ethical aspects of using AI (Ng & Chu, 2021). Recent AI systems are often used to make learning paths individualized, evaluate language competence, and create an educational type of content (Berendt et al., 2020; Williamson, 2020). The proponents claim that such technologies may stimulate student creativity and drive as they may appeal to student preferences (Cai et al., 2024; Su & Yang, 2023). But as is often warned by critics, overreliance on AI can eradicate

more in-depth learning and critical thinking, with the role of an educator also changing to an inactive content maintainer (Xia et al., 2024).

Although there is a positive change in efficiency, there are major limitations associated with AI systems. Artificial intelligence feedback is not always context- and culture-sensitive and may fail to be informative and precise, not to mention language classes (Stošić & Malyuga, 2024). Also, AI does not have emotional intelligence, which plays a significant role in making the relational and motivational learning environments (Pavlik, 2023; Schiff, 2021). These shortcomings justify the application of a mixed strategy, with lowering the probabilities of an AI-only method of teaching, as it does not substitute human teaching (Xi, 2023).

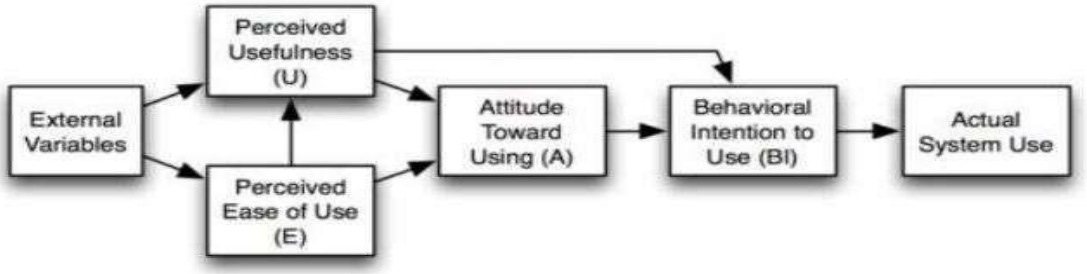
In order to cope with such complexities, educators, in particular university faculty, should become well literate in AI. This involves learning of the strength and shortcomings of AI, doubting validity of AI outputs, and making sure that human oversight is applied to all the decisions related to instruction and assessment (Wang & Lu, 2023). Those institutions, which will be trained more on AI literacy will be in good position to uphold academic integrity and at the same time promote responsible and ethical innovation (Zhou et al., 2024).

Other than pedagogical issues, ethical concerns should also be at the core of matters regarding AI in education. Issues to do with data privacy, biases in algorithms, as well as absence of transparency are particularly important in the case of serving assessments with the help of AI tools (Xia et al., 2024). There have been concerns regarding the reinforcement of biases, inability to interpret results, and fairness, equity, and accountability that occur because of the use of automated grading systems, especially (Chan & Tsi, 2023).

In this respect, there has also been the evolution of tools like Magic School AI that provide teachers with structured assistance in having their prompts by eliminating the complexity of prompt design and ensuring a lower cognitive load. But, in contrast to Magic School AI, this paper is about the more popular and easily accessible ChatGPT that needs a more comprehensive analysis of prompt engineering and human judgment so that they can be applied productively in the field of education assessment.

**Theoretical Framework**

Technology Acceptance Model (TAM): Model put forward by Davis (1986) is an attempt to explain with the help of external factors how users finally arrive to accept and use information systems. The model as defined by Davis is one that involves a process where people choose to use a new technology that has come into existence. It assumes that external factors influence two important mental impressions perception usefulness (P.U.) and perceived ease of use (P.E.O.U.). The user in turn will base his/her attitude (A) towards the technology based on these perceptions. The resulting attitude in turn determines how they will intend to use or not use the technology which is basically their behavioral intention (BI) and this is what makes them or breaks them as regards their actual use of the system (Davis, 1986). The architecture of such connections is graphically illustrated in the TAM framework.




A qualitative research design was implemented to address the research issue of the study, namely, perceptions of several newly appointed university lecturers in respect to artificial intelligence (AI) literacy in assessment. The objective was to learn how these teachers view the role of the AI tools such as ChatGPT in improving and empowering their method of assessment. The study was carried out in Shaheed Benazir Bhutto University, Sanghar Campus , in which the study subjects discussed personal experiences, convictions, and obstacles associated with AI implementation in the educational process.

To select participants a purposive sampling technique was applied. This approach was selected to make sure that participants had direct health care experience and had been previously involved in teaching and assessment, as they were likely to have experienced AI tools in education. Eight lecturers were selected as the study sample since they are all new members of the university. They just entered the academic world, so they were the perfect candidates to study AI-based assessment no vitality penetration and perception by new teachers.

Face-to-face semi-structured interviews were used to collect data, as it included an in-depth exploration of the opinions of participants with the consistency of questions. The interviews took approximately 30 to 45 minutes and participants gave consent after which their audio recording was done. The recordings were subsequently transcribed to eliminate the occurrence of an error and to keep intact the originality of the stories narrated by the participants.

The corresponding data was analyzed according to six steps of thematic analysis described by Braun and Clarke (2016). Such steps involved: (1) getting acquainted with the data, (2) coming up with initial codes, (3) seeking themes, (4) reviewing themes, (5) defining themes and naming them, and (6) writing a report. The methodical process allowed finding patterns and trends concerning AI literacy and test empowerment and a changing role of technology in educational processes.

The study maintained rigid ethical principles. The participants were enlightened on the objective of the study and guaranteed their confidentiality and anonymity of their answers. Before any interview, informed consent was provided, and the party had an option of withdrawing at any point with no repercussions.

**Thematic Analysis**

**Objective 1:** What is the impact of the application of ChatGPT on the pedagogical concepts of newly hired university lecturers and assessment profoviciences during language learning?

**Theme 1: ChatGPT helps to prepare lessons along with resources Theme 2: ChatGPT can be used to create examples and templates**

New group of lecturers ever so often stated that ChatGPT became an effective guide in lesson planning and the development of teaching content. They themselves said they used the platform to create vocabulary exercises, grammar explanation, model texts, and warm-ups, especially in situations when they did not have much time or did not have enough teaching experience. One lecturer explained that anytime he was confused on how to begin a lesson, he simply used ChatGPT to write the topic, and it provided him with a clear outline with examples. It is this technological assistance that was found to be of specific assistance assisting to decrease cognitive overload that may be induced through planning lessons.

**Theme 2: CHATGPT Supports More Formative Assessing On An Individual Level**

As lecturers noted, ChatGPT was beneficial to assist them in the design of assessment and provide a higher degree of individual feedback to students. It allowed them to develop numerous variations of quizzes, comprehension questions, and writing prompts very fast, and this was in line with the varied ability levels of students. Moreover, a few lecturers found a chance to utilize ChatGPT in providing constructive feedback to students on their writing to enable formative assessment. According to one participant, it did assist him to write personal feedback on assignments, which he could not manage manually because of the large size of the class.

**Integration Of CHATGPT Theme 3: Integration Of Chatgpt Facilitates Interactive And Student - Centered Learning**

Most educators have noticed that classroom dynamics have changed because of introducing ChatGPT into the classroom. The learners were motivated to exercise the tool in brainstorming ideas, sentence composition, and dialog engagements, which rendered them autonomous. According to lecturers, this would make people have a more student focused experience with the ability to learn more about the language that was not confined by the time that they were in the classrooms. As one student participant responded, “After completing their writing with ChatGPT, students began bringing more organized drafts.” This was an out-of-class interaction with AI and was perceived as a continuation of an educational process.

**Theme 4: Using CHATGPT Can Decrease The Autonomy Of Teachers**

Although desirable, however, some lecturers worried that they may be too dependent on AI-generated material. Admittedly, in certain situations, they felt more comfortable with ChatGPT responses than creating their own explanations, being afraid to become stagnated in the role of an educator. One of the lecturers described it as follows, “I think I am relying on ChatGPT to answer too much, instead of trying to think creatively myself.” This was seen as a risk of over dependence on AI and the most vulnerable in this area are the learners developing their confidence in instructions.

**Theme 5: CHATGPT Creates Assurance When Handling Complicated Texts**

Educators also stated that ChatGPT made them confident when dealing with complex

language matters, including higher grammar, scholarly terminology, and syntaxes. This particularly happened to individuals, who believed that they are not equipped well to teach some aspects of the language. They enjoyed the possibility to access ChatGPT and review explanations or examples fast when preparing a lesson. A lecturer Grover said, “After reading how Chat GPT has explained passive voice and conditionals, I was more confident in teaching them.” The tool was a comforting academic tool for new teachers.

**Objective 2:** How does ChatGPT adoption depend on which factors, and what influence does AI literacy and ethical considerations have on it?

**The First Theme Is The Willingness To Use CHATGPT, Which Is Formed Under The Influence Of Awareness And Training.**

It was quite often stated by lecturers that using ChatGPT was strongly connected to their knowledge and perception of its working principle. Others revealed that they had little or no idea of the possibilities at all until they heard about ChatGPT in schools or courses. At least, initially, I considered ChatGPT as a tool that could be used only by students of computers. I had not been aware of its usefulness to the English teachers before a colleague demonstrated to me.” This discovery shows that there would be institutional training programs on AI tools so as to enhance confidence in usage.

**Theme 2: The Presence Of Moral Ambiguity Limits The Complete Assimilation Of AI Instruments**

A lot of lecturers expressed their concern regarding the ethical aspects of using ChatGPT and particularly in academic communities. They were confused on how they could assure academic integrity in case students took to AI generated responses on the assignments or presentations. Some of them stated that there are no strictly defined institutional policies on plagiarism and AI. One of the teachers said, “I really do not know what to grade assignments anymore. Well, what happens when students copy everything over ChatGPT? These issues made the thoughtful and not complete use of this tool in many situations, especially during assessment.

**Theme 3: Peer Influence And Institutional Support Influences Settlement Of Adoption**

Other lecturers mention that the experiences and attitude of other lecturers had an impact in their decision to use ChatGPT. When implementation of AI was discussed

among departments openly or when an example of their senior's using AI was open source, the junior lecturers would be more motivated to read into the tool. One lecturer said, "I had courage to use ChatGPT after my colleague prepared a workshop because of this tool." The availability of an encouraging community was therefore an influential factor in the process of adoption.

**Theme 4: acceptance despite limits is determined by perceived usefulness**

Underlying some unreliable ethical or technical concerns ChatGPT used has been that lecturers still used it because it was found virtually practical in everyday teaching activities. They assumed that the resources saved their time, caused less stress and helped them to be better instructors. To most of them, the advantage superseded the disadvantage. A teacher also told how it can be a boon, saying: "It is not perfect, but it helps me accomplish more in less time and this is a big help when you are new." This utilitarian method demonstrated how perceived usefulness can be used to overcome early reluctance or low literacy about AI.

**Theme 5: Awareness in AI Literacy Is a Factor Of Responsible And Effective Use**

Last, the participants who demonstrated a superior knowledge of the abilities and limitations of ChatGPT were more assured of using it safely and efficiently. They could prepare the tasks involving AI usage, which did not drop the academic quality, e.g., letting students comment on AI answers or revise them. As one lecturer described it, after realizing that ChatGPT was only a tool and not a source of truth, then it became easier to advise or guide the students to use it as a starting point. This is a signal of the mediating quality of AI literacy on pedagogical adoption, as well as ethical adoption.

**Discussions**

This study findings indicate that ChatGPT has significantly changed the practice of the lecturers in the pedagogy and in the methods of assessment of the newly appointed lecturers in Shaheed Benazir Bhutto University, Sanghar Campus. This study has observed that a significant number of newly recruited lecturers in the universities were not focused on implementing ChatGPT to their full extent, since they were afraid of plagiarism and were not given clear guidelines to follow at the institutional level. One of the participants expressed that they would not know which work on students might be AI-produced.

The corresponding report released by The Guardian (2025) emphasized that, although 92 percent of UK students apply AI tools, the majority of lecturers are still reserved, as they also share the same ethical concerns and incoherent policies. This is an indication of why institutions should come up with clearer models of utilizing AI in education.

In the present research, more AI-literate lecturers engaged with ChatGPT more in a confident and ethical manner. They led students to accept AI as an aid and not the source of definitive answers.

This study is consistent with that of Krause, Dalvi, and Zaidi (2025), who found out a greater AI literacy allows educators to be more successful in the use of generative AI, ensuring academic integrity.

Although initially reluctant to use ChatGPT or having little AI training, the study revealed that newly appointed lecturers kept on using it since it saved them time, workload, and enhanced the quality of their lessons. As stated by one of the lecturers, it helped him to do more within a shorter period, although it was not perfect.

The finding is consistent with the report by Dwivedi et al. (2023), who determined that perceived usefulness of generative AI tools plays a crucial role in determining the likelihood of educators to adopt them. Nevertheless, these tools were accepted by many teachers since they were useful concerning the practical implementation of teaching practices in their daily duties.

**Conclusion**

The current research study was conducted to enquire how university lecturers who have been recruited recently at Shaheed Benazir Bhutto University, Sanghar Campus adopt ChatGPT in their language teaching and assessment activities and what leads them to use this tool, especially in consideration of AI literacy and ethical issues. In the study, thematic analysis is used so that insightful information about the changing nature of pedagogical design and evaluation techniques in higher education through generative AI tools is offered.

The results point to the fact that ChatGPT is crucial in improving lesson planning, creation of resources, and formative marking. It provides timesaving and aids in developing differentiated learning contents and student-centered practice since the students can receive language tasks and perform them on their own. In addition,

the tool was also identified to increase the confidence of lecturers when handling to tackle complicated language material especially those lecturers with less teaching experience.

Nevertheless, the research also points out possible disadvantages such as the danger of excessive use of AI-generated material that can impair the development of a teacher as a critical thinker and an independent instructor. Concerns about ethical issues particularly academic integrity and plagiarism further limit full integration, as many lecturers reported a lack of clear institutional guidelines and policies for AI use.
The research also demonstrates that factors such as AI literacy, institutional training, and peer influence significantly impact lecturers' attitudes toward ChatGPT. Those with higher AI awareness were more likely to adopt it effectively and ethically, using it as a pedagogical support tool rather than a replacement for their professional judgment.

The implications of this study are both theoretical and practical. Theoretically, it contributes to the growing body of literature on digital pedagogies and AI in education, especially in the context of developing countries. Practically, it underscores the importance of university-level support in the form of professional development programs, ethical policy frameworks, and communities of practice to foster responsible and productive use of AI tools like ChatGPT.

Nevertheless, this study is not without limitations. It was limited to one university and focused only on newly appointed lecturers, which may restrict the generalizability of the findings. The use of self-reported data introduces the potential for bias, as participants may have over- or under-reported their experiences and attitudes.

Future research should expand the scope to include educators from various academic backgrounds, institutions, and levels of teaching experience. Including students' perspectives on AI in learning could provide a more comprehensive understanding of its classroom impact. Furthermore, longitudinal studies could explore how the use of generative AI evolves over time and what long-term effects it has on teaching quality, learner outcomes, and institutional practices.
ChatGPT has the potential to serve as a transformative tool in language education, particularly for early-career lecturers seeking support in lesson design and assessment.

However, its effective and ethical integration requires institutional guidance, improved AI literacy, and critical engagement from educators. By addressing these foundational needs, higher education institutions can ensure that the use of generative AI enhances rather than undermines the quality of teaching and learning.

**References**

Adeshola, I., & Adepoju, A. P. (2023). The opportunities and challenges of ChatGPT in education. *Interactive Learning Environments, 32*(10), 1–14. https://doi.org/10.1080/10494820.2023.2253858

Berendt, B., Littlejohn, A., & Blakemore, M. (2020). AI in education: Learner choice and fundamental rights. *Learning, Media and Technology, 45*(3), 312–324. https://doi.org/10.1080/17439884.2020.1786399

Bulut, O., Beiting-Parrish, M., Casabianca, J. M., Slater, S. C., Jiao, H., Song, D., Ormerod, C. M., Fabiyi, D. G., Ivan, R., Walsh, C., Rios, O., Wilson, J., Yildirim-Erbasli, S. N., Wongvorachan, T., Liu, J. X., Tan, B., & Morilova, P. (2024). The rise of artificial intelligence in educational measurement: Opportunities and ethical challenges. *arXiv*. https://doi.org/10.48550/arXiv.2406.18900

Cai, L., Msafiri, M. M., & Kangwa, D. (2024). Exploring the impact of integrating AI tools in higher education using the zone of proximal development. *Education and Information Technologies*, 1–74.

Chan, C. K. Y., & Tsi, L. H. (2023). The AI revolution in education: Will AI replace or assist teachers in higher education? *arXiv*. https://doi.org/10.48550/arXiv.2305.01185

Chen, X., Xie, H., Zou, D., & Hwang, G.-J. (2020). Application and theory gaps during the rise of artificial intelligence in education. *Computers and Education: Artificial Intelligence, 1*, 100002. https://doi.org/10.1016/j.caeai.2020.100002

Chiu, T. K. F. (2024). Future research recommendations for transforming higher education with generative AI. *Computers and Education: Artificial Intelligence, 6*, 100197. https://doi.org/10.1016/j.caeai.2023.100197

Ciampa, K., Wolfe, Z., & Hensley, M. (2024). From entry to transformation: Exploring AI integration in teachers' K–12 assessment practices. *Technology, Pedagogy and Education, 34*(2), 1–20.

Ciampa, K., Gallagher, T. L., Hong, H., McKee, L., & Scheffel, T. L. (2024). An

examination of Canadian and American pre-service teachers' self-efficacy beliefs for 21st century literacy instruction. *Reading Psychology, 45*(3), 311–336.

Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education, 20*, 22. https://doi.org/10.1186/s41239-023-00392-8

Dizon, G., & Gayed, J. M. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. *JALT CALL Journal, 17*(2), 74–92. https://doi.org/10.29140/jaltcall.v17n2.336

Dizon, G., & Tang, D. (2020). Intelligent personal assistants for autonomous second language learning: An investigation of Alexa. *JALT CALL Journal, 16*(2), 107–120. https://doi.org/10.29140/jaltcall.v16n2.273

Dwivedi, Y. K., Hughes, D. L., Baabdullah, A. M., et al. (2023). Adoption of AI in education: A systematic review of teachers' perspectives. *Computers & Education: Artificial Intelligence, 4*, 100110. https://doi.org/10.1016/j.caeai.2023.100110

Edmett, A., Ichaporia, N., Crompton, H., & Crichton, R. (2024). *Artificial intelligence and English language teaching: Preparing for the future* (2nd ed.). British Council. https://doi.org/10.57884/78EA-3C69

El Naggar, A., Gaad, E., & Inocencio, S. A. M. (2024). Enhancing inclusive education in the UAE: Integrating AI for diverse learning needs. *Research in Developmental Disabilities, 147*, 104685. https://doi.org/10.1016/j.ridd.2024.104685

Grassini, S. (2023). Shaping the future of education: Exploring the potential and consequences of AI and ChatGPT in educational settings. *Education Sciences, 13*(7), 692.

Hashem, R., Ali, N., Zein, F., Fidalgo, P., & Abu Khurma, O. (2023). AI to the rescue: Exploring the potential of ChatGPT as a teacher ally for workload relief and burnout prevention. *Research and Practice in Technology Enhanced Learning, 19*, 023. https://doi.org/10.58459/rptel.2024.19023

Hew, K. F., Huang, W., Du, J., & Jia, C. (2023). Using chatbots to support pupil goal setting and social presence in fully online activities: Learner engagement and perceptions. *Journal of Computing in Higher Education, 5*, 40–68. https://doi.org/10.1007/s12528-022-09338-x

Hussain, M. M., Hanif, S., Ghauri, K., & ul Ain, Q. (2025). The role of behavioral

intention in AI adoption and student success in higher education institutions: A UTAUT2 perspective. *Indus Journal of Social Sciences, 3*(2), 341–357.

Krause, J., Dalvi, B., & Zaidi, S. (2025). Generative AI in education: Student skills and lecturer roles. *arXiv*. https://arxiv.org/abs/2504.19673

Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., & Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. *International Journal of Management in Education, 21*(2), 100790. https://doi.org/10.1016/j.ijme.2023.100790

Lukácsi, Z. (2020). Standard setting and internal validation of a novel approach adopted for assessing speaking. *Training, Language and Culture, 4*(4), 9–22. https://doi.org/10.22363/2521-442X-2020-4-4-9-22

Moorhouse, B. L. (2024). Beginning and first-year language teachers' readiness for the generative AI age. *Computers and Education: Artificial Intelligence, 6*, 100201.

Moorhouse, B. L., & Kohnke, L. (2024). The effects of generative AI on initial language teacher education: The perceptions of teacher educators. *System, 122*, 103290. https://doi.org/10.1016/j.system.2024.103290

Mustafa, H. M., Mahmoud, S. S., Abouelnaga, H. M., Tayfour, M., Metwally, A. B. M., & Shehata, S. M. (2024). The effect of the training of using magic school AI on self-efficacy in teaching and information overload among Arabic teachers. *Migration Letters, 21*(S9), 1361–1370.

Ng, D. T. K., & Chu, S. K. W. (2021). Motivating students to learn AI through social networking sites: A case study in Hong Kong. *Online Learning, 25*(1), 195–208. https://doi.org/10.24059/olj.v25i1.2454

Oh, S. Y., & Ahn, Y. (2024). Exploring teachers' perception of artificial intelligence: The socio-emotional deficiency as opportunities and challenges in human-AI complementarity in K-12 education. In W. Y. Leong, Y. Z. Leong, & W. S. Leong (Eds.), *International Conference on Artificial Intelligence in Education* (pp. 439–447). Springer Nature.

Pavlik, J. V. (2023). Collaborating with ChatGPT: Considering the implications of generative artificial intelligence for journalism and media education. *Journalism*

*& Mass Communication Educator, 78*(1), 107769582211495. https://doi.org/10.1177/10776958221149577

Penny, A. R., & Coe, R. (2004). Effectiveness of consultation on student ratings feedback: A meta-analysis. *Review of Educational Research, 74*(2), 215–253. https://doi.org/10.3102/00346543074002215

Ren, A., Krishnaraja, S., & Gronau, E. (2020). Demystification of artificial intelligence in education—How much AI is really in the educational technology? *International Journal of Learning Analytics and Artificial Intelligence for Education, 2*(1), 14–30. https://doi.org/10.3991/ijai.v2i1.12675

Rivera-Rosas, C. N., Calleja-López, J. T., Ruibal-Tavares, E., Villanueva-Neri, A., Flores-Felix, C. M., & Trujillo-López, S. (2024). Exploring the potential of ChatGPT to create multiple-choice question exams. *Educación Médica, 25*(4), 100930. https://doi.org/10.1016/j.edumed.2024.100930

Schiff, D. (2021). Out of the laboratory and into the classroom: The future of artificial intelligence in education. *AI & Society, 36*(1), 331–348. https://doi.org/10.1007/s00146-020-01033-8

Setyaningsih, E., Asrori, M., Zainnuri, H., & Hariyanti, Y. (2024). Exploring high school EFL teachers' experiences with magic school AI in lesson planning: Benefits and insights. *Voices of English Language Education Society, 8*(3), 685–699.

Stošić, L., & Malyuga, E. N. (2024). Application of artificial intelligence in language skills testing. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 13*(1), 22–34.

Su, J., & Yang, W. (2023). Unlocking the power of ChatGPT: A framework for applying generative AI in education. *ECNU Review of Education, 6*(3), 355–366. https://doi.org/10.1177/20965311231168423

UNESCO. (2021). *AI and education: Guidance for policy-makers*. https://unesdoc.unesco.org/ark:/48223/pf0000376709

Wang, Y., & Lu, X. (2023). Research on the evaluation and cultivation design of AI literacy to promote the development of cognitive intelligence among pre-service teachers. In *2023 International Conference on Culture-Oriented Science and Technology (CoST)* (pp. 116–120). IEEE.

https://doi.org/10.1109/CoST60524.2023.00032

Willis, J., Adie, L., & Klenowski, V. (2013). Conceptualising teachers' assessment literacies in an era of curriculum and assessment reform. *The Australian Educational Researcher, 40*, 241–256.

Williamson, B. (2020). New digital laboratories of experimental knowledge production: Artificial intelligence and education research. *London Review of Education, 18*(2), 209–220. https://doi.org/10.14324/LRE.18.2.05

Williyan, A., Fitriati, S. W., Pratama, H., & Sakhiyya, Z. (2024). AI as co-creator: Exploring Indonesian EFL teachers' collaboration with AI in content development. *Teaching English with Technology, 24*(2), 5–21.

Xi, X. (2023). Advancing language assessment with AI and ML—Leaning into AI is inevitable, but can theory keep up? *Language Assessment Quarterly, 20*(4–5), 357–376. https://doi.org/10.1080/15434303.2023.2291488

Xia, Q., Weng, X., Ouyang, F., Lin, T. J., & Chiu, T. K. (2024). A scoping review on how generative artificial intelligence transforms assessment in higher education. *International Journal of Educational Technology in Higher Education, 21*(1), 40. https://doi.org/10.1186/s41239-024-00468-z

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education—Where are the educators? *International Journal of Educational Technology in Higher Education, 16*(1), 1–27. https://doi.org/10.1186/s41239-019-0171-0

Zhou, K. Z., Kilhoffer, Z., Sanfilippo, M. R., Underwood, T., Gumusel, E., Wei, M., Choudhry, A., & Xiong, J. (2024). "The teachers are confused as well": A multiple-stakeholder ethics discussion on large language models in computing education. *arXiv*. https://doi.org/10.48550/arXiv.2401.12453