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## **Women Educators' Perspectives on AI in English Language Pedagogy in Malaysia**

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### **Abstract**

Artificial Intelligence (AI) is rapidly reshaping higher education, offering new approaches to teaching, learning, and assessment. In English language pedagogy, AI tools enable personalised learning, provide automated feedback, and enhance student engagement. The purpose of the study is to explore women educators' perspectives on AI integration in their English language pedagogy. Using a qualitative approach, data were collected through semi-structured interviews with 10 women educators in a selected public university. Qualitative data were analysed using the interview results in three steps: quotation, coding, and thematic analysis using Atlas.ti. version 9.0. The findings reveal that there were five themes that emerged from the thematic analysis, namely AI as an intelligent tool, personalised learning, time-saving and enhancing efficiency, ethical issues, and empowering women in ELT. The ten participants view AI as a valuable aid for enriching pedagogy, particularly in automating repetitive tasks, supporting learner autonomy, and fostering creativity in language learning. However, challenges such as limited institutional support, ethical concerns, gendered barriers, and gaps in digital literacy present significant obstacles to effective integration. The voices of these educators highlight the dual role of AI as both an enabler of innovation and a potential source of inequality when resources and training are unevenly distributed. By emphasising the experiences of women, this study contributes new insights to the underexplored intersection of AI, gender, and language

education. It underscores the need for inclusive policies, sustained professional development, and participatory approaches to ensure equitable access and effective implementation of AI in higher education. The study concludes that while AI holds transformative potential for English language pedagogy, its benefits can only be realised through responsible adoption that actively promotes gender equality and institutional readiness.

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**Keywords:** Artificial Intelligence, English Language Teaching (ELT), Women, Higher Education

## Introduction

The rapid advancement of Artificial Intelligence (AI) has transformed diverse sectors worldwide, including education. Evidently, E-learning is also being revolutionised by AI tools, which make it more accessible, customised, and engaging (Abd Karim, 2025). In recent years, AI has gained prominence in language pedagogy through tools such as automated assessment systems, intelligent tutoring platforms, adaptive learning applications, and generative language models. These innovations have reshaped teaching and learning practices by offering new opportunities for personalisation, efficiency, and engagement. Academic learning has changed as a result of the incorporation of AI, which presents both opportunities and problems for students' growth (Vieriu & Petrea, 2025). Within the context of English Language Teaching (ELT), AI has been particularly influential, as it supports skill development in reading, writing, speaking, and listening while addressing the varied needs of learners in increasingly digitalised classrooms. In Malaysia, where English functions as both a second language and a vital tool for academic and professional advancement, AI integration into ELT has become increasingly relevant. Government initiatives promoting digital transformation in education, alongside the global shift to online and blended learning, have accelerated the adoption of AI-based tools. However, while these technologies present opportunities for enhancing pedagogy, they also raise concerns regarding accessibility, teacher preparedness, ethical use, and the preservation of humanistic aspects of teaching.

Women educators play a central role in shaping the future of English language pedagogy in Malaysia, as they represent a significant proportion of the teaching workforce in higher education and schools. Their perspectives are crucial in understanding how AI can be meaningfully integrated into pedagogical practices. Moreover, examining women educators' voices offers insight into issues of equity, empowerment, and inclusivity in the adoption of AI, ensuring that the shift towards technologically enhanced education does not perpetuate existing gendered challenges but instead fosters transformative opportunities. According to Abdullah et al. (2024), the findings revealed that

male and female students' perspectives of women's empowerment differ significantly from one another. The female participants were self-aware of how using the English language might increase the degree of their empowerment, since the English language has a big influence on how women's empowerment is seen. Despite the growing literature on AI in education, there remains limited research that foregrounds the perspectives of women educators, particularly in the Malaysian ELT context. Investigating their experiences, perceptions, and critical reflections can provide valuable insights into both the potential and the challenges of AI in language pedagogy. Such an inquiry not only contributes to understanding the pedagogical impact of AI but also highlights the socio-cultural dynamics of gender and technology in education. This study, therefore, explores women educators' perspectives on the integration of AI in English language pedagogy at Malaysian higher education. By drawing on their lived experiences, this research seeks to shed light on how AI influences teaching practices, learner engagement, and professional development, while also addressing broader implications for inclusivity and sustainability in education.

### **Problem Statement**

The integration of AI into education has become increasingly prominent, offering innovative possibilities for enhancing teaching and learning practices. In the field of ELT, AI tools such as automated writing evaluators, intelligent tutoring systems, and generative language models have been shown to support language acquisition, personalise learning, and increase classroom efficiency. In the post-pandemic ELT environment, we are expected to see more AI-driven technologies in teaching and learning as a result of technological advancement and rising financial investment (Hockly, 2023). However, despite the rapid development and adoption of such technologies, their pedagogical implications remain insufficiently understood, particularly within the Malaysian higher education context, where English plays a critical role as a second language and as a medium of instruction. While global literature has examined the benefits and challenges of AI in education, research focusing on the perspectives of educators in Malaysia is still limited. Although Malaysia has national policies (like the National AI Roadmap 2021-2025 and the Digital Education Policy) to integrate AI into education, the actual implementation and empirical research into local educators' views, especially in primary and secondary schools and rural areas, are acknowledged as limited. But for AI to be successfully incorporated into higher education, it is necessary to comprehend how students view these tools and how their opinions affect acceptance (Mat Yusoff et al., 2025).

More critically, there is a noticeable gap in studies that highlight women educators' voices, despite the fact that women make up a significant

proportion of the teaching workforce in Malaysian higher education. Women educators' perspectives are vital because they are not only frontline practitioners in language pedagogy but also operate within broader socio-cultural and institutional contexts that shape their experiences with technology adoption. Without acknowledging their insights, the integration of AI risks overlooking issues related to inclusivity, accessibility, and empowerment in pedagogy. Furthermore, concerns regarding teacher preparedness, ethical implications, equity in access, and the potential displacement of humanistic elements in teaching remain unresolved. If these challenges are not addressed from the perspectives of those directly engaging with AI in their classrooms, the transformative potential of AI in ELT may be undermined. Thus, it is essential to explore how women educators in the selected Malaysian university perceive, experience, and critically reflect on the use of AI in English language pedagogy. Understanding their perspectives will not only contribute to the growing discourse on AI in education but also provide context-specific insights that can inform more inclusive, equitable, and effective implementation strategies.

## **Methods**

### *Research Design*

This study implemented a qualitative research design to gain an in-depth understanding of women educators' perspectives on the integration of AI in English language pedagogy. A qualitative approach was considered appropriate as it allows exploration of participants' experiences, insights, and critical reflections within their professional and socio-cultural contexts (Creswell & Poth, 2018). The focus was on capturing the lived experiences of women educators, thereby generating rich, descriptive data to address the research questions. The semi-structured interview method was employed for data collection in the study.

### *Participants*

The participants consisted of 10 women educators who are English faculty members in a selected public university in Malaysia. Purposive sampling was employed to ensure that participants had relevant experience in ELT and exposure to AI-based tools or practices in their pedagogy. This sampling method was chosen to capture a range of perspectives while maintaining relevance to the study's objectives. All participants had a minimum of three years' teaching experience in ELT.

### *Research Instrument*

Fraenkel et al. (2021) state that interviews gather information by asking persons or groups of people to discuss their thoughts on a certain topic. The primary tool utilised in this qualitative research approach to explore participants' perspectives on AI adaptation in English Language teaching practises was semi-structured interviews. This makes it possible for the researcher to comprehend the opinions and individual perspectives of every participant regarding the practice of AI in ELT among women educators. The researcher discovered more about faculty members' views on integrating AI in ELT. In order to allow the participants to examine their perceptions when responding to several questions, the researcher divided the interview questions into multiple categories. This interview was done by the researcher in order to address the study's research question specifically, 'How do women educators perceive AI in their English language pedagogy?' In order to gather more detailed information on faculty members' opinions, the researcher explicitly divided the interview protocol into five points of view, namely awareness and understanding of AI, perceived benefits and challenges of integrating AI into pedagogy, reflections on gendered dimensions and future outlook of AI adoption in ELT. As a result, this interview technique helps the researcher methodically get more detailed information from multiple participants.

### *Data Collection*

Data were collected by interviewing 10 English faculty members through semi-structured interviews, which provided a balance between guiding the discussion and allowing participants the flexibility to share their unique perspectives. An interview protocol was developed and employed to get the data. Each interview lasted between 45 and 60 minutes and was conducted face-to-face. All interviews were audio-recorded with participants' consent and subsequently transcribed verbatim for analysis.

### *Data Analysis*

Thematic analysis, as outlined by Braun and Clarke (2006), was employed to identify, analyse, and interpret recurring patterns within the data. The process involved six phases: familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. For the thematic analysis approach, ATLAS.ti version 9.0 software was used in this study to assist in the organisation, coding, and retrieval of data. Figure 1 illustrates the word cloud based on the analysis of the participants' answers.



4,	Ethical issue	Data privacy, academic integrity, bias, over-reliance on technology
5.	Empowering women in ELT	Digital competence, leadership opportunities, confidence building, career advancement

Overall, the findings indicate that participants viewed AI primarily as a supportive and efficiency-enhancing tool that facilitates instructional planning, personalised learning experiences, and workload reduction. At the same time, concerns were raised regarding ethical considerations such as data privacy, academic integrity, and over-reliance on technology. Importantly, the theme of empowering women in ELT highlights AI's role in enhancing digital competence, professional confidence, and leadership opportunities among female educators. Hence, these themes suggest that while AI offers significant pedagogical benefits, its integration in ELT must be guided by ethical awareness and a focus on inclusive professional empowerment.

## Results and Discussion

This section presents the results and discussion of the study. From the findings, five main themes emerged from the quotation, coding, and thematic analysis processes, namely (1) AI as an intelligent tool, (2) personalised learning, (3) time-saving and enhancing efficiency, (4) ethical issues, and (5) empowering women in ELT.

### *AI as an Intelligent tool*

For the first theme, the analysis exposed that Participant 4, Participant 6 and Participant 10 mostly agreed that the AI works as a smart and intelligent tool for their teaching. AI functions as an intelligent pedagogical assistant, offering adaptive, data-driven, and context-aware support to both teachers and learners in English Language Teaching (ELT). It facilitates intelligent tutoring, automated feedback, language assessment, and personalized learning pathways. AI functions as a supportive partner in English Language Teaching (ELT), providing intelligent feedback, adaptive instruction, and data-driven insights. Women educators may perceive AI as a tool to augment their professional competence, not replace it. This theme links to AI literacy and technological activity among women educators.

*“...In the context of English language teaching, it means using intelligent systems to support both teachers and learners in developing language skills more effectively and efficiently”.  
( Participant 4)*

*“AI in education” means using smart computer programs to help teach people. In English language teaching, it's like*

*having a really smart assistant that can help students learn better.” (Participant 6)*

*“Artificial intelligence such as ChatGPT is a free alternative source for ideas...using artificial intelligence such as ChatGPT to get ideas in teaching language components; reading, listening, speaking and writing.” (Participant 10)*

AI serves as a co-teacher that automates routine instructional tasks such as grading, feedback, and language assessment, thereby allowing educators to focus on higher-order teaching goals. For women educators, AI's intelligent affordances provide professional empowerment and innovation opportunities, especially in contexts where resources are limited. For instance, AI-driven platforms like Grammarly or Write & Improve by Cambridge use natural language processing (NLP) to provide real-time writing feedback (Zawacki-Richter et al., 2019). In the Malaysian ELT context, educators increasingly recognise AI as an intelligent, assistive tool that enhances teaching productivity and learner engagement.

### *Personalised learning*

AI facilitates customised learning experiences, adjusting to learners' proficiency, pace, and needs. Women educators may view AI as enabling more inclusive, equitable learning opportunities. Emphasis on student autonomy, motivation, and language skill development. AI facilitates differentiated instruction as an approach particularly valued by educators in diverse Malaysian classrooms. From the analysis, five participants (Participant 1, Participant 5, Participant 6, Participant 8 and Participant 2) generally agreed that AI increased student engagement and enabled personalised learning, though the extent depended on classroom size and learners' digital literacy. The participants narrated as follows:

*In ELT specifically, that means systems that can give immediate, automated formative feedback on writing (grammar, cohesion) and speaking (pronunciation, fluency indicators)...Crucially, I view AI as a pedagogical assistant as a tool that can increase reach, speed and personalisation... not a replacement for teacher judgement, cultural knowledge or relational teaching”. (Participant 1)*

*“AI can analyse learners' progress, strengths, and weaknesses to create individualised learning paths...for example, platforms like Duolingo or Grammarly adapt the level of difficulty and types of exercises based on a student's*

*performance...students learn at their own pace, focusing more on areas they struggle with". (Participant 5)*

*"First, AI can provide personalised learning. It can figure out what you already know and what you need to work on, and then tailor the lessons just for you. This means you don't waste time on stuff you already get, and you focus more on the areas where you need help." (Participant 6)*

*"Looking ahead, I foresee AI playing a supportive role in English language pedagogy in Malaysia by personalising learning, providing instant feedback, and making lessons more engaging...". (Participant 8)*

Participant 2 emphasises the activity of educators in customising AI outputs to align with their pedagogical philosophies, showing that AI supports rather than dictates teaching design. This quote also illustrates how AI supports differentiated instruction, allowing educators to generate individualised prompts and feedback for students of varying proficiency levels. Rather than employing a one-size-fits-all curriculum, AI empowers teachers to design tasks that cater to learners' cognitive, linguistic, and emotional needs (Sivanganam et al., 2025).

*"The tools like Coggle or AI writing assistants allow me to design learning experiences that reflect my pedagogical style. I can create personalised writing prompts, mind maps infused with local idioms, or feedback systems that nurture rather than critique." (Participant 2)*

The results of the study are in line with Merino-Campos (2025) study, which showed AI-driven solutions have a great deal of promise to improve personalised learning in higher education. Evidence suggests that AI applications can enhance learning effectiveness, customise instructional materials, and expedite administrative procedures, providing chances to raise student performance and engagement. Women educators often perceive AI-driven personalisation as a way to cater to diverse student profiles, supporting inclusive education practices. AI-powered personalised learning reshapes the Malaysian ELT landscape by ensuring that instruction is responsive, inclusive, and student-centered. They acknowledge its potential to bridge proficiency gaps, foster learner independence, and enhance engagement through adaptive support. However, they also stress the need for teacher mediation to sustain empathy, contextual understanding, and cultural relevance in language teaching.

### *Time-saving and enhancing efficiency*

AI integration in ELT has transformed classroom practices by automating time-consuming tasks such as assessment, feedback provision, and administrative work. Women educators in Malaysia view AI as an efficiency-enhancing partner that helps streamline instructional processes, allowing more time for creative, reflective, and affective aspects of teaching. Participant 10, Participant 5, Participant 3 and Participant 7 provided insightful responses about this theme.

*“AI provides immediate, personalised feedback on students’ writing, pronunciation, and grammar, which is especially helpful in large classes where one-on-one attention is limited. It also allows learners to practice independently and at their own pace, using tools like chatbots, adaptive exercises, or listening simulations.” (Participant 10)*

*“Learners get immediate feedback, which accelerates improvement and helps them become more self-aware of their mistakes.” (Participant 5)*

*“One significant benefit of using AI for English learning is that it helps you get answers or results really fast...AI gives quick feedback so you can learn and improve right away instead of waiting for a teacher to check everything.” (Participant 3)*

Participant 7 emphasises the benefits of AI in ELT. AI assists in lesson planning, assessment, and administrative tasks, saving valuable time. Women educators, who often balance multiple roles (professional and personal), may view AI as reducing stress and improving work-life balance. For women educators, this time efficiency can lead to better work-life balance and more focus on creative and affective aspects of teaching.

*“I think the main benefits of AI in English language learning include saving time on repetitive tasks such as grading and quiz generation, as well as providing data-driven insights into students’ strengths and weaknesses.” (Participant 7)*

Educators perceive AI as a time-saving mechanism that reduces the cognitive and logistical load of lesson preparation and assessment. Moreover, the ability to perform tasks more efficiently through AI tools reflects a shift toward smart pedagogy, where educators integrate technology to complement rather than replace their expertise. Belloula (2025) revealed that AI tools greatly cut teacher burdens, improve class quality, and boost student engagement, according to the findings of her study. In the Malaysian ELT

context, women educators interpret AI as both a practical assistant and a professional enabler. By reducing routine workload, AI tools provide educators with more time for creative lesson planning, personalized feedback, and student-centered instruction. This newfound efficiency reinforces educators' sense of professional agency and supports their emotional sustainability in a demanding educational landscape.

### *Ethical issue*

Ethical issues are also the theme that emerged from the analysis. While AI offers substantial benefits for ELT, women educators in Malaysia also express ethical concerns surrounding its use. These include issues of data privacy, academic integrity, overreliance on automation, and the erosion of teacher–student relationships. Educators acknowledge AI's pedagogical potential but emphasise the importance of responsible and ethical adoption that safeguards learners' rights and preserves human values in education. Ethical challenges are central to current debates on AI in education. Women educators may emphasise ethical awareness and critical digital literacy to guide learners responsibly. Educators' concerns often focus on academic integrity; the risk of plagiarism and loss of authentic learning when students use generative AI tools to produce assignments (Cotton et al., 2023). Six participants agreed and expressed their responses about this issue. Their expressions are as follows:

*“Students are not fully able to evaluate the accuracy and quality of the content given by AI. Another concern is over-reliance...I worry that students may depend too much on AI for answers instead of developing independent thinking.” (Participant 10)*

*“...some of the challenges and concerns I face are the accuracy and reliability of AI-generated content, as it may present incorrect or biased information that is difficult to verify... ethical issues are also arisen, particularly in relation to plagiarism and over-reliance on AI...” (Participant 7)*

*“Ideas from artificial intelligence could be copied and used without being validated or checked”. (Participant 9)*

*“One major concern when integrating AI into teaching is the tendency for students to copy and use AI-generated ideas without validating or critically evaluating them.” (Participant 8)*

*“My concern with using AI is the ethical issues like transparency when using AI- I think it’s just personal/niche to me.” (Participant 4)*

*“AI should complement instead of replacing human interaction, which remains essential in language learning. Issues of data privacy, cultural bias, and limited institutional support further complicate integration.” (Participant 5)*

Ethical concerns form a critical dimension of women educators’ perspectives on AI in ELT. Data privacy, algorithmic bias, lack of transparency, limited accountability, and the decrease in human contact in learning are the main problems that have been discovered (Tojimumammadov, 2025). Their views highlight a conscious negotiation between embracing AI for its pedagogical advantages and safeguarding the moral, social, and cultural integrity of teaching. This theme reveals that women educators are not passive technology users but ethical gatekeepers who seek to ensure that AI serves educational justice and human values. Through automation, personalisation, and data-driven decision-making, artificial intelligence (AI) has the potential to revolutionise education. However, it also presents significant ethical issues that cannot be disregarded.

#### *Empowering women in ELT*

AI adoption can promote gender equity and professional empowerment by offering women educators access to new tools, leadership opportunities, and flexible teaching environments (UNESCO, 2022). AI integration in ELT has not only transformed pedagogical practices but also emerged as a source of professional empowerment for women educators in Malaysia. By enhancing teaching efficiency, creativity, and access to digital tools, AI provides women teachers with new opportunities for leadership, innovation, and confidence in technologically mediated classrooms. This empowerment extends beyond technological competence and it encompasses agency, voice, and professional identity in the evolving digital education landscape. The analysis revealed four participants’ responses based on this theme as follows.

*“... It allows learners to see English not as a rigid academic subject, but as a living medium for storytelling, identity, and faith. For an educator like me, it is a chance to blend tradition with innovation, crafting learning experiences that are both rigorous and soulful”. (Participant 2)*

*“... it allows me to model digital confidence and show my students especially girls, that technology is not limited by*

*gender, and that women can also lead in innovation and teaching with AI. It's a chance to inspire them to see AI as a tool for creativity and empowerment". (Participant 7)*

Participant 8 provides a stimulating response and highlights how AI enables women educators to move from being technology users to technology leaders. AI tools empower them to take charge of curriculum design, classroom innovation, and digital content creation areas traditionally dominated by male or tech-oriented educators.

*"... I see AI as a space of equal opportunity where ideas are valued based on the prompts we give, not on who we are. I appreciate that AI tools like ChatGPT respond without gender bias, allowing me to explore and create freely in my teaching practice. This makes me feel empowered to design lessons and materials that reflect both innovation and empathy". (Participant 8)*

*"AI can level the playing field, allowing educators to focus on pedagogy rather than administrative load, which can be empowering for women balancing work and family responsibilities...there may be challenges in a traditionally male-dominated tech space such as accessing leadership roles in AI adoption initiatives or being included in decision-making about which tools to implement". (Participant 10)*

AI as a means of empowerment, leadership, and gender equity. Through a variety of humanitarian initiatives, AI is a useful tool for advancing gender equality and empowering women worldwide (Karim, 2025). AI can bridge gender gaps by enabling professional development, leadership opportunities, and a flexible teaching model. AI is perceived by women educators in Malaysia as an intelligent, time-saving, and empowering pedagogical ally that supports personalised learning while also raising ethical challenges that require critical awareness and responsible integration.

In brief, women educators in Malaysia view AI as an intelligent, time-saving and enhancing efficiency, and empowering pedagogical ally that supports personalised learning while demanding ethical awareness and responsible integration. Across the five themes, participants acknowledged AI's potential in enhancing pedagogy but also raised critical concerns regarding access, ethical implications, and gender-related barriers. Their voices illustrate the complexity of adopting AI in ELT, showing that while AI offers innovation, institutional support and gender-sensitive policies are essential to ensure equitable and sustainable integration.

## Conclusions

AI in English Language pedagogy represents both a pedagogical advancement and an opportunity for gender empowerment when guided by ethical awareness, digital literacy, and inclusive education policies. This study highlights the multifaceted perspectives of women educators toward the integration of AI in ELT within the Malaysian context. The findings revealed that women educators generally perceive AI as an intelligent and transformative pedagogical tool that supports innovation, efficiency, and learner engagement. AI's capacity to provide personalized learning experiences enables educators to address diverse learner needs, fostering inclusivity and differentiated instruction in language classrooms. Moreover, AI applications significantly reduce teachers' workload, automating tasks such as assessment, content creation, and feedback. For many women educators, this enhanced efficiency translates into improved work–life balance and opportunities to focus on creative and interactive aspects of teaching. At the same time, participants emphasized the need to uphold ethical and responsible AI use, especially in protecting data privacy, preventing plagiarism, and maintaining academic integrity.

Importantly, the study underscores how AI integration can serve as a vehicle for women's empowerment in education. By developing AI literacy and technological confidence, female educators can strengthen their professional identity, assume leadership roles in digital transformation, and contribute actively to Malaysia's educational innovation agenda. In brief, women educators view AI not as a replacement for human expertise but as a collaborative partner that enhances teaching effectiveness and pedagogical creativity. However, the study also calls for continuous professional development, ethical guidelines, and institutional support to ensure that AI adoption in ELT remains equitable, human-centered, and aligned with national education priorities.

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