

AI-ASSISTED DIFFERENTIATED INSTRUCTION IN LEGAL ENGLISH: THE AILED MODEL

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Abstract

This article addresses one of the most important problems in the field of Legal English instruction: using artificial intelligence (AI) to organise effective, differentiated instruction for learners with diverse language skills. Legal English is a branch of English for Specific Purposes (ESP) that requires proficiency in legal terminology, legal genres, and legal discourse, as well as general language proficiency. Uniform instructional materials may be too challenging for some students and not challenging enough for others.

The article proposes the AILED (AI-Assisted Legal English Differentiation) Model, which integrates AI-assisted differentiation of legal terminology, adaptation of instructional texts, and principles of differentiated instruction. The model has been developed after an in-depth review of literature on Legal English pedagogy, AI-assisted language learning, and differentiated instruction, as well as an analysis of placement-test data from 103 Master's students enrolled in law and jurisprudence programmes at the International Scientific-Educational Center of the National Academy of Sciences of the Republic of Armenia. The placement data provide evidence of heterogeneous proficiency among law and jurisprudence students, supporting the need for differentiated Legal English instruction.

The proposed model consists of five interconnected stages. First, it evaluates students' language proficiency, prepares differentiated language-support materials, and confirms their professional and pedagogical suitability through a range of learning activities and feedback on learning outcomes. The model should operate as a cyclical process, with learning outcomes leading to choices of further materials and differentiation. It illustrates its use with a practical example, using legal

language and texts that are differentiated but have similar cognitive demands at each proficiency level.

The article concludes that the AILED Model offers a practical pedagogical approach to addressing proficiency differences in Legal English instruction, facilitating the acquisition of specialised legal terminology, and enabling the purposeful and supervised integration of AI into the teaching and learning process.

Keywords: Legal English, English for Specific Purposes (ESP), artificial intelligence, differentiated instruction, legal terminology, AILED Model, language proficiency.

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Համառոտագիր

Հոդվածը նվիրված է իրավաբանական անգլերենի (Legal English) ուսուցման կարևոր խնդիրներից մեկին՝ տարբեր լեզվական պատրաստվածություն ունեցող ուսանողների համար արդյունավետ և տարբերակված ուսուցման կազմակերպմանը՝ արհեստական բանականության (AI) հնարավորությունների կիրառմամբ: Իրավաբանական անգլերենը, որպես մասնագիտական նպատակներով անգլերենի (ESP) մասնագիտացված ոլորտ, պահանջում է ոչ միայն ընդհանուր լեզվական հմտություններ, այլև մասնագիտական տերմինաբանության, իրավական ժանրերի և մասնագիտական դիսկուրսի յուրացում: Տարբեր մակարդակներ ունեցող սովորողների համար միասնական ուսումնական նյութերի կիրառումը կարող է դժվարություններ առաջացնել ցածր լեզվական մակարդակ ունեցող ուսանողների համար՝ միաժամանակ բավարար չափով

չխթանելով ավելի բարձր մակարդակ ունեցող սովորողների առաջընթացը:

Հոդվածում առաջարկվում է AILED (AI-Assisted Legal English Differentiation) մոդելը, որը համադրում է արհեստական բանականությամբ աջակցվող իրավաբանական տերմինաբանության տարբերակումը, ուսումնական տեքստերի հարմարեցումը և տարբերակված ուսուցման սկզբունքները: Մոդելը հիմնված է իրավաբանական անգլերենի դասավանդման, արհեստական բանականության աջակցությամբ լեզվի ուսուցման և տարբերակված ուսուցման վերաբերյալ գիտական գրականության վերլուծության, ինչպես նաև Հայաստանի գիտությունների ազգային ակադեմիայի գիտակրթական միջազգային կենտրոնի իրավագիտության ամբիոնի մագիստրոսական ծրագրերի 103 ուսանողների տեղաբաշխիչ թեստերի տվյալների վերլուծության վրա: Տեղաբաշխիչ թեստերի տվյալների վերլուծությունը փաստում է «Իրավագիտություն» կրթական ծրագրով սովորող ուսանողների լեզվական պատրաստվածության տարասեռ բնույթը և հիմնավորում իրավաբանական անգլերենի տարբերակված ուսուցման անհրաժեշտությունը:

AILED մոդելը ներառում է հինգ փոխկապակցված փուլ՝ ուսանողների լեզվական պատրաստվածության գնահատում, արհեստական բանականությամբ տարբերակված ուսումնական նյութերի ստեղծում, դրանց մասնագիտական և մանկավարժական համապատասխանության ստուգում դասախոսի կողմից, տարբերակված ուսումնական գործունեության իրականացում և ուսուցման արդյունքների գնահատում՝ շարունակական հետադարձ կապի միջոցով: Մոդելը նախատեսված է որպես ցիկլային գործընթաց, որի շրջանակում ուսուցման արդյունքները հիմք են հանդիսանում հետագա ուսումնական նյութերի ընտրության և տարբերակման համար: Հոդվածում ներկայացվում է նաև գործնական օրինակ, որը ցույց է տալիս իրավաբանական տերմինաբանության և ուսումնական տեքստերի տարբերակման կիրառությունը՝ միաժամանակ պահպանելով տարբեր լեզվական մակարդակներում սովորողների համար ճանաչողական պահանջների համադրելիությունը:

Հոդվածը եզրակացնում է, որ AILED մոդելը կարող է ծառայել որպես գործնական մանկավարժական մոտեցում՝ իրավաբանական անգլերենի ուսուցման ընթացքում լեզվական պատրաստվածության տարբերությունները հաշվի առնելու, մասնագիտական իրավաբանական տերմինաբանության յուրացումը խթանելու և արհեստական բանականությունը ուսուցման գործընթացում նպատակային ու դասախոսի վերահսկողությամբ ներառելու համար:

Բանալի բառեր՝ իրավաբանական անգլերեն, մասնագիտական նպատակներով անգլերեն (ESP), արհեստական բանականություն, տարբերակված ուսուցում, իրավաբանական տերմինաբանություն, AILED մոդել, լեզվական պատրաստվածություն:

Introduction

Legal English is a unique category within ESP courses. As Grigoryan and Manvelyan (2024, p. 82) note, legal professionals use Legal English to draft contracts, present cases in court, etc. It is characterised by unique vocabulary, collocations, and sentence patterns in different legal contexts and systems; as a technical language, it has its own vocabulary and terminology that are especially challenging for EFL students. It differs from general academic or business English because it requires precision and a highly technical vocabulary, including nominalisations, Latin maxims, doublets, and terms of art, whose meanings in everyday speech differ greatly from their legal meanings (Oh, 2001, p. 71). The importance of this register to the law student cannot be underestimated: the profession of law is dependent on the ability to use the right term for the job—the terms of a contract, the names of cases, and the phraseology of legal correspondence—terms that cannot be mastered from general English teaching and learning.

Legal English classrooms are also rarely homogeneous. Placement data from our own institution illustrates the problem: across 103 law and jurisprudence Master's students tested over three intake years, scores span nearly the full 80-point scale, with no single proficiency band accounting for more than roughly a fifth of the cohort — a structural reality of legal English instruction in non-English-medium jurisprudence programs, where a single, undifferentiated syllabus is poorly suited to the classroom it must serve.

Generative AI could help solve both problems. From the terminology perspective, AI systems can create contextually relevant glossaries and provide immediate interpretations of legal expressions (Malaeva et al., 2025). On the differentiation end, AI-powered adaptive instructional systems enable teachers to personalise content for each learner, something that would be too impractical to maintain manually (Xie & Pamintuan, 2024). These abilities are interconnected: Differentiated instruction in a legal ESP context relies heavily on the capacity to customise the level of vocabulary complexity of content in a single classroom across proficiency levels.

However, the literature on these threads has developed largely in parallel. Research on AI and ESP vocabulary acquisition tends to treat terminology as a standalone skill (Bouguerba, 2025); research on AI-driven differentiation is typically pitched at a general level rather than a technical register like legal English (Asrifan et al., 2025). The classic debate over modified input for L2 reading — simplification versus elaboration (Oh, 2001) — has only recently been revisited in light of generative AI's capacity to perform both kinds of modification automatically (Aldamen et al., 2026).

The primary contribution of this article is not any single element considered in isolation — AI-assisted ESP instruction, AI-supported differentiated learning, and Legal English pedagogy are each individually

established areas of scholarship — but the combination of these three strands, together with a specific focus on legal terminology learning, into a single coherent model: the AI-Assisted Legal English Differentiation (AILED) Model. Our review of the literature did not identify prior work that integrates AI-driven terminology tiering, AI-driven text differentiation, and the specific pedagogical demands of Legal English within one applied model grounded in institutional data.

This article addresses the following research question: How can generative AI be systematically integrated into Legal English instruction to support both legal terminology acquisition and differentiated instruction in proficiency-heterogeneous classrooms? To answer this question, we propose the AILED Model as a pedagogical framework informed by institutional placement data and prior empirical research, rather than a controlled empirical study of its effectiveness—a distinction we address further in the Conclusion.

Background and Motivation

This article was inspired by our own experience of teaching Legal English over the last few years to jurist students, who, as is often the case, showed a wide distribution of proficiencies in one group per course section, and in which no one lesson could be designed to satisfy the needs of the entire group. This challenge, common to ESP instruction generally, is sharper in Legal English because of highly specialised, unfamiliar vocabulary that compounds difficulty for lower-proficiency students in particular.

In response, we have integrated supplementary content for students struggling in the core curriculum and, more recently, added generative AI solutions to produce additional work for students falling behind. While these interventions provided some relief, they were reactive and unsystematic; we had no clear framework or direction for how to use AI, for whom, or to what end. This article attempts to formalise that gap in the AILED Model: a conscious model, not a random one. The data from the placement tests below supports the observations made in years of classroom teaching: the spread of proficiencies among the Master's students in law/jurisprudence is a structural recurring phenomenon within the population ($SD = 16.0$ across 103 students across three cohorts), justifying the model proposed in the rest of this article.

Literature Review

AI-Assisted Legal Terminology Building

While there has been a rapid growth in research on AI-assisted vocabulary acquisition in ESP, there is still a lack of studies specifically targeting legal terminology. Malaeva, Volkova, and Globa (2025) argue that generative AI can teach professional vocabulary by shifting from standard glossaries to dynamically generated, learner-tailored explanations. Bouguerba (2025) views AI as a facilitator that bridges general language knowledge and domain-specific professional

knowledge, but notes that teachers must still monitor probable biases in AI-generated content.

A smaller but very specific body of research relates to legal English. In their study, Xatamova and Ashurov (2024) examined the impact of AI tools on legal vocabulary acquisition, grammar, and writing skills through a blended approach of situational and genre-based instruction in an online/offline format. Pham and Luong (2025) singled out three recurring issues among Legal English students who have used AI tools: overreliance, a risk of plagiarism, and a lack of independent thinking—issues the article is mindful of and proposes to address through bounded, instructor-supervised use of AI. Similarly, Asrifan, Cardoso, and Vargheese (2025) argue that the integration of AI is most effective when integrated into curriculum design, not when it replaces it.

AI for Differentiated Instruction

Another strand of the literature examines the use of AI to support differentiated and personalised learning in diverse language learning environments. Xie & Pamintuan (2024) found that a differentiated approach to language teaching based on the needs of the learners was associated with positive outcomes in terms of language achievement and learner satisfaction. The findings from Aldamen et al. (2026) showed that reading comprehension was significantly higher for Intermediate-Low EFL students with texts adapted using AI than with the original texts. This suggests that AI-based adaptation may benefit lower-proficiency learners of lower proficiency levels but has little impact on higher-proficiency learners. In a similar vein, Alisoy (2025) explored the effectiveness of AI-powered personalised learning for ESL university students and reported that students at the university level under AI personalised learning demonstrated higher levels of language proficiency improvement.

In ESP specifically, Asrifan et al. (2025) highlight the potential of AI-supported adaptive learning, real-time feedback, and automated assessment while also identifying issues such as translation errors, AI bias, and over-reliance on automated feedback. Roslan and Mahamod (2025) further emphasise AI's potential to customise learning content according to learners' proficiency, needs, learning styles, and interests. The results confirm the terminology-tiering aspect of the AILED Model that aims at adapting legal-language resources to the proficiency level of learners.

The concept of input modification has been around since the early days of generative AI. Oh (2001) conducted a study which showed that simple text and addition of more context to text was found to be more effective in facilitating understanding than was the case with the original text. However, the effectiveness of these methods depends on the reader's proficiency level and the type of text.

However, Aldamen, Alnemrat, Al-Deaibes, and Alsharefeen (2026) went beyond the previous paradigm to test the effectiveness of the AI-based adaptation directly, drawing their research from Krashen's Input Hypothesis, in which

acquisition is helped by input just above current competence, or “i+1” (Krashen, 1985), and Cognitive Load Theory. Their study, involving 48 EFL learners, found that Intermediate-Low students significantly improved in both inference-making and specific-information reading, while Advanced-Low students showed no significant difference. This shows that AI-based changes help lower-proficiency learners without disadvantaging higher-proficiency learners. This provides evidence that a single AI-created version of the content can help more students without altering the experience for those who are already good.

Legal English Pedagogy

The AILED Model builds of long-standing research in Legal English pedagogy. Northcott (2013) suggests that successful legal English pedagogy must focus simultaneously on context, methodologies, and the teacher’s knowledge of the legal field, which links directly to the AILED Model, since AI-generated content still requires an instructor to ensure accuracy. The AILED Model continues a pedagogical trend in Legal English textbooks, as Prinsloo (2015) notes in his textbook analysis: a shift from narrow grammar/writing instruction (roughly 1980–2002) to more comprehensive, scaffolded professional literacies in current textbooks.

The genre-analytic tradition represented by Bhatia (1993) also illustrates the special nature of the challenge of legal terminology: Legal language is not just a technical term used over and above general English; it is a genre with its own conventionalised structures and norms of interpretation. If, as the AILED Model suggests, it is to prepare students for authentic legal English rather than a less complex version of it, then it must also maintain genre-appropriate use.

Overall, this literature suggests that AI tools can serve as an independent resource for both terminology acquisition and proficiency-based differentiation. However, the literature of Legal English pedagogy shows that such instruction must also account of genre and discourse conventions, not solely simplification. Most significantly for this article’s contribution, our review found no previous research that considers these three streams of research simultaneously or brings them together into a single applied model based on institutional data, which the AILED Model seeks to fill.

The Proficiency Gap: Evidence from Placement Data

To ensure the relevance of the AILED Model to institutional reality, rather than theoretical proposals, we resort to the results of placement tests conducted with 103 students in the law and jurisprudence programs of the International Scientific-Educational Center of the National Academy of Sciences of the Republic of Armenia (ISEC NAS RA) for three consecutive years of student intake (2023–2025). We administered a standardised, 80-item English language placement test to all students at the beginning of the program, before any formal English instruction. The raw scores were scaled into seven bands corresponding to the CEFR (Beginner = 1–23, Elementary = 24–39, Lower Intermediate = 40–51, Intermediate = 52–61,

Higher Intermediate = 62-69, Advanced = 70-75, Very Advanced = 76-80). The sample includes both full-time (n = 30) and part-time (n = 73) students. These data support the model proposed below, but are not the primary focus of the study.

Table 1 shows test scores across years by mean, median, and standard deviation; average scores fall in the low to mid-50s (M = 53.6, Mdn = 55, SD = 16.0). When looking at each cohort individually, this pattern is not limited of one outlying cohort; variation is consistent across all years in this population.

Table 1.

Placement test scores by intake year and delivery format

Year	Format	N	Mean	Median	SD
2023	Full-time	9	52.7	57	13.2
2023	Part-time	28	54.8	57.5	17.2
2023	Combined	37	54.2	57	16.1
2024	Full-time	10	50.4	51.5	15.3
2024	Part-time	8	62.5	67.0	18.6
2024	Combined	18	55.8	55.5	17.4
2025	Full-time	11	48.7	50	15.6
2025	Part-time	37	53.3	55	15.7
2025	Combined	48	52.2	53.5	15.7
All years	Full-time	30	50.5	52.5	14.4
All years	Part-time	73	54.9	55	16.6
All years	Combined	103	53.6	55	16.0

The combined proficiency-level distribution (Table 2) confirms the same wide, mid-clustered spread. No single level accounts for more than 21.4% of the sample; the middle four levels (Elementary through Higher Intermediate) account for 76.7% together, while the lowest and highest bands combine for only 5.9%.

Table 2.

Proficiency-level distribution, combined three-year sample (n = 103)

Level	n	%
Beginner	1	1.0%
Elementary	22	21.4%
Lower Intermediate	22	21.4%
Intermediate	19	18.4%

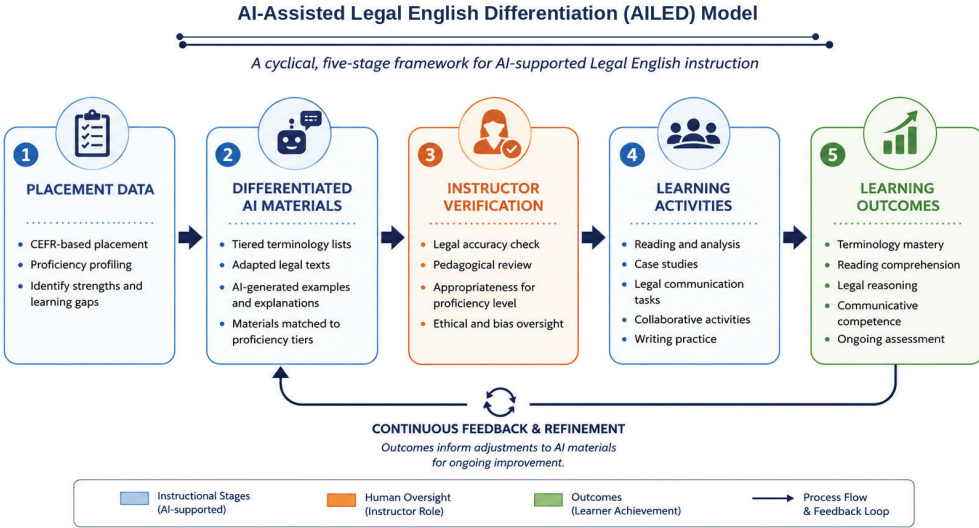
Level	n	%
Higher Intermediate	16	15.5%
Advanced	18	17.5%
Very Advanced	5	4.9%

In each cohort, part-time students ($n = 73$) had slightly higher average scores ($M = 54.9$, $SD = 16.6$) than full-time students ($n = 30$; $M = 50.5$, $SD = 14.4$). We combined these data and ran an independent-samples t-test, which showed no significant difference ($t = 1.34$, $p = .184$, $d = 0.27$). We do not consider the full-time/part-time difference a reliable effect, and any explanation of this difference is speculative because of small group sizes (e.g., $n = 8$ for the 2024 part-time groups). However, a one-way ANOVA showed no differences between the three intake years, $F = 0.37$, $p = .694$. Therefore, proficiency spread was not year-specific but characteristic of this population.

Implications for course design. These results provide the empirical rationale for the AILED Model: a Legal English course serving this population cannot be designed around a single target proficiency level. With a spread of 57 points on an 80-point scale and no level accounting for more than roughly a fifth of the cohort — recurring consistently across three intake years — a uniform syllabus risks under-challenging the 22.4% of students at Advanced/Very Advanced levels while leaving the 22.4% at Beginner/Elementary levels without adequate scaffolding. This is precisely the distribution for which AI-assisted differentiated instruction offers a scalable pedagogical response, developed below.

The Model

The above findings indicate that an English course for students of jurisprudence aimed at Legal English should be designed to cater to a spectrum of learner levels from five to six CEFR bands, with no single band dominating the group by more than about 20%, and this should be consistent between groups. The AILED Model translates this empirical reality, together with the literature reviewed above, into a practical five-stage model for AI-assisted instruction, summarised in Table 3. As Figure 1 illustrates, the AILED Model is deliberately cyclical rather than linear: learning outcomes at Stage 5 feed back into the selection and tiering of materials at Stage 2, allowing the model to be refined each time it is used rather than applied once as a fixed sequence.



Note. The AILED Model integrates AI capabilities with instructor expertise in a cyclical process to support differentiated Legal English learning.

Figure 1. AI-Assisted Legal English Differentiation (AILED) Model

Table 3 breaks down each of these five stages, specifying its purpose, the task assigned to AI, and the instructor’s corresponding role.

Table 3.

AILED Model stages, purpose, AI task, and instructor role

Stage	Purpose	AI Task	Instructor’s Role
1. Placement Data	Identify the proficiency distribution over the class	None (institutional data)	Administer and interpret placement results
2. Differentiated AI Materials	Produce tiered terminology and text materials	Create multi-level definitions, examples, and adapted texts	Select terms/texts; indicate proficiency groups
3. Instructor Verification	Check for legal and pedagogical validity prior to use	None	Review and correct AI output; approve for classroom use

Stage	Purpose	AI Task	Instructor's Role
4. Learning Activities	Deliver tiered materials with equal cognitive demand throughout tiers	Optionally generate shared comprehension/application tasks	Assign tiered materials; administer shared tasks
5. Learning Outcomes	Assess terminology acquisition and comprehension	None	Evaluate outcomes; feed back into future tiering

Table 3 illustrates a pattern that recurs throughout the AILED Model: the instructor retains an active role at every stage, while AI’s task is substantive only at Stage 2 and, optionally, Stage 4. AI does not appear in the placement, verification, or outcomes stages. This asymmetry is deliberate rather than incidental—it reflects the model’s underlying position, developed further in the Challenges and Ethical Aspects section below, that AI functions as a materials-generation tool under continuous instructor oversight, not as an independent instructional agent.

AI-Assisted Legal Terminology Building

The key point is that instead of providing a single glossary to the entire class, the instructor uses generative AI to generate a series of versions of the same legal term, each designed for a different level of class proficiency, as shown in Table 2. In contract law, an Elementary explanation of a term such as ‘consideration’ can include a simple definition, an example, and an explanation. An Advanced explanation could include how it works and how it differs from related doctrines in the context of case law. The AI tool restates the same legal notion at a complexity level appropriate to the learner, as shown by Malaeva, Volkova, and Globa (2025) and especially in the case of legal terminology, by Xatamova and Ashurov (2024).

In classroom practice, the teacher begins by selecting a specific legal term students need to learn. The teacher can then ask an AI tool to prepare explanations of that term for two or three proficiency levels, reflecting the group’s actual range of abilities. These materials should not, however, be transferred directly to students. The instructor should then check each result for legal validity before assigning the tasks to the students. The final step is not optional: Pham and Luong (2025) report that unsupervised AI use may lead students to internalise imprecise legal definitions. Legal terminology carries professional weight and can have professional consequences if not understood properly, so it is a necessary quality-control measure, not a precaution.

AI for Differentiated Instruction

The second component is a two-tiered approach to full instructional materials: one AI-adapted version of a text for lower-proficiency learners; the performance of higher-proficiency learners remains unaffected, as Aldamen et al. (2026) show that a two-tier strategy is sufficient to substantially narrow the proficiency gap.

In a Legal English course, instructors can implement this approach by using AI to prepare two versions of the same text. In one set, the texts are lexically and syntactically simpler for students at the Elementary–Intermediate proficiency levels. The second set contains the original texts for students at the Higher–Intermediate through Very–Advanced levels. The two versions contain the same facts, reasoning, and discourse structure, and both groups complete the same comprehension and analysis tasks. This aligns with Aldamen et al.’s (2026) research, which indicates that adaptation should not hinder the content of high-performing students. An immediate example of the Input Hypothesis of Krashen, at the classroom level, is when the teacher makes two levels of the same source text in order to provide “i+1” for the individual learner.

The two components work together, not in isolation: terminology tiering provides vocabulary scaffolding to make an adapted text understandable. Text differentiation, on the other hand, offers the context for learning tiered terms. They are not mutually exclusive, and neither would solve the proficiency spread above. However, together they provide a coherent answer to a problem that ad hoc AI use could not solve.

Worked Example: Terminology Building and Text Differentiation in Practice

The following example demonstrates how the AILED Model can be applied in a Legal English classroom. It focuses on three fundamental concepts from intellectual property law: patent, copyright, and infringement. The materials were developed specifically for the purposes of this article and are not taken from a published textbook. Instructors can therefore reproduce, modify, and use them as needed.

Terminology tiers

The instructor initially generated the three proficiency-level versions below using ChatGPT (OpenAI, 2026), then reviewed, revised, and validated them.

Patent — *Elementary*: “A patent is a legal document that gives an inventor the right to stop others from making or selling their invention without permission, usually for 20 years”.

Intermediate: “A patent allows an inventor to have exclusive rights over an invention for a certain period of time, usually 20 years, in return for disclosing how the invention works.”

Advanced: “A patent gives a monopoly for the exploitation of an invention, for a limited period, provided the invention can be made public by being registered. This is because patents protect ideas, not expression, unlike copyright, so you don’t need to register the invention. “

Copyright — Elementary: “Copyright is the right that protects creations such as books, music, or art. It arises automatically — the creator does not need to register it.”

Intermediate: “Copyright automatically protects an author’s original work — such as writing, music, or art — from the moment it is created, giving the author the right to control copying, distribution, and alteration.”

Advanced: “Copyright is automatic from the moment an original work is created, and it covers the specific way in which the idea is expressed, not the idea itself, and gives the creator the exclusive rights to reproduce, distribute and modify the work without having to register anything.”

Infringement — Elementary: “Infringement means using someone else’s protected work or invention without their permission.”

Intermediate: “Infringement is defined as the use, copying or exploitation of protected intellectual property without the authorisation of the rights holder or with a valid licence.”

Advanced: “Infringement occurs when someone asserts rights which are reserved to the rights holder without permission, and remedies may include injunctive relief, damages or account of profits, depending on the jurisdiction.”

Adapted text, two tiers

Original/Advanced-tier version: Unlike copyright, patents give the creator a monopoly over the commercial exploitation of the invention, and only if the invention has been disclosed to the public by the patent office; and unlike a patent, copyright does not require registration, and it protects the particular way in which the idea was expressed, rather than the idea itself. Both regimes are exclusive rights, so if someone makes something without a licence or copies something without permission, that is infringement, and available remedies include injunctive relief, damages, and/or an account of profits.

Simplified/Elementary-Intermediate-tier version: Patents and copyright are different, but both protect people’s rights. A patent protects an invention. The inventor must register it, and then no one else can copy it for about 20 years. Copyright is different. It protects things like books, music, and art. You do not need to register copyright — it starts automatically as soon as you create the work. If

someone uses a patented invention or a copyrighted work without permission, this is called infringement. The rights holder can take legal action.

Shared comprehension questions (identical for both tiers)

(1) What are the two types of intellectual property protection described in the passage? (2) What is the usual timeframe of patent protection? (3) Does copyright require registration? Does patent protection refer to people's rights or the invention? (4) What is infringement, and what could happen to someone who infringes a patent or copyright? (5) Based on the passage, which protects an idea itself, and which protects only its expression?

Shared case-application task (identical for both tiers)

“A software company creates a new computer program and also develops a unique method for compressing data. A competitor starts selling a nearly identical version of the software without permission. Which type of protection — patent or copyright — would most likely apply to (a) the computer program itself, and (b) the compression method? Has infringement occurred? Justify your answer applying terms from the text.”

Both tasks are held constant across proficiency tiers deliberately: differentiation in the AILED Model is intended to lower the linguistic barrier to legal English content, not the cognitive demand placed on students. Students working with the simplified text still identify legal differences, apply terminology to a novel scenario, and justify a legal conclusion — the same higher-order tasks expected of students working with the original text. What differs is the linguistic scaffolding required to reach that reasoning, not the reasoning itself.

Challenges and Ethical Considerations

The AILED Model is a generative AI-assisted model that relies on the generative AI system's ability to act as an instructor-supervised system and not an autonomous authority. Several risks merit discussion before the model can be adopted responsibly.

Risk of inaccuracy and hallucination. There isn't a lot of space for interpretation in legal terms, and it's possible for generative AI to generate seemingly coherent but inaccurate language explanations, especially for doctrines that are specific to a state or subject. As Pham and Luong (2025) note, Legal English learners have encountered AI-generated content that conveyed inaccurate legal ideas. The AILED Model's main safeguard is the built-in instructor-review step. It moves away from content development; however, it does not reduce the instructor's workload; it shifts it to verification.

Overreliance and academic integrity. Both overreliance and integrity issues with AI-generated content for legal writing can arise, such as students relying too heavily on AI and submitting it as their own work (Pham & Luong, 2025). The AILED Model is designed to mitigate this: AI is not a tool for students to use directly to produce gradeable output, but an instructor-controlled part of the course materials. This distinction needs to be specified in any syllabus using the model.

Equity of access and implementation burden. The pragmatic implementation of AI-supported differentiated instruction depends not only on the pedagogical design of the model but also on the availability of reliable technological access, sufficient AI literacy, and institutional support. The AILED Model assumes that instructors have access to appropriate AI tools and sufficient time and expertise to review, adapt, and verify AI-generated materials. Where these conditions are limited, the implementation of AI-supported differentiation may become more demanding, and its possible benefits may not be fully realised. Accordingly, access, teacher preparation, and verification workload should be considered important contextual factors in the implementation of the model.

Data privacy. According to Bouguerba (2025), data privacy remains an open question of concern in ESP, particularly in legal education, where source materials may include real case documents or legal scenarios with data privacy issues. Institutions utilising the AILED Model should make explicit policies on what content can be fed into third-party AI tools.

Lack of results. Studies have shown that both text adaptation (Aldamen et al., 2026) and AI's ability to support differentiation (Xie & Pamintuan, 2024) are effective, but no empirical research has integrated the two. This article presents a framework based on converging evidence and three years of institutional placement data, rather than a validated intervention with measurable outcomes. This article does not provide a validated intervention with measured outcomes, but rather a framework based on converging evidence and three years of institutional placement data.

Conclusion

This article addresses a problem we encountered over several years of teaching Legal English to jurisprudence students: a persistently wide and recurring proficiency spread within single course sections, for which our institution previously lacked a coherent, AI-informed pedagogical framework. The distribution of test scores from 103 Master's students from three intake years confirmed this spread is not incidental — in each cohort, no more than about a fifth of students were in a single band of the CEFR. No significant difference emerged across years ($F = 0.37$, $p = .694$), suggesting this population has a stable, structural characteristic.

Making use of this evidence, and of the more recent literature which has largely considered AI-assisted terminology instruction, AI-assisted differentiation and Legal English pedagogy as separate strands, this article presented the AILED

Model: AI-generated, instructor-confirmed tiered legal terminology; AI-adapted course texts differentiated by proficiency band, based on Krashen's Input Hypothesis and supported by the empirical evidence found in Aldamen et al. (2026), according to which legal English adaptation of course texts narrowed the proficiency gaps without disadvantaging more competent students. Both components rely on constant teacher supervision, not free-roam student AI, addressing the accuracy, integrity, and overreliance risks documented throughout this article.

This contribution should be seen as a supported case study and practical framework, not as a broad conclusion that refers to all situations. The data comes from one institution, and the AILED Model has not yet been tested in full as a complete intervention. Further research should examine whether classrooms using the AILED Model show improvements in learning legal terms and reading comprehension compared with traditional teaching methods.

The AILED Model's main contribution is bringing three key ideas—AI-assisted ESP instruction, AI-supported differentiated learning, and Legal English pedagogy—into one clear, unified framework. This framework is designed to help with terminology acquisition and teaching that responds to learners' proficiency levels. While earlier research has examined each of these areas on its own, and some have combined them, very little has focused on combining all three specifically within Legal English instruction. As a result, the AILED Model offers a structure for future studies that want to test these ideas in real classroom settings. So far, its real effectiveness has not been proven. Empirical studies are needed to see how well it actually works in practice.

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