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ABSTRACT

Probing the Effectiveness of AI Tools in Analyzing Modern Arabic Literature

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Artificial Intelligence (AI) has become an integral tool in various fields, including literature. While AI tools show promise in analyzing and generating literary texts, concerns remain regarding their accuracy, reliability, and potential biases, particularly when analyzing non-Western works.

This study examines how AI tools, specifically ChatGPT and Good AI, analyze "I Remember Beirut" by Zeina Abirached, a memoir that portrays the Lebanese Civil War through a child's perspective. The book highlights the crucial role of teachers in maintaining stability and providing emotional and academic support despite the surrounding conflict. Given AI's tendency to fabricate quotes, misinterpret cultural contexts, and introduce biases, this study explores whether AI tools can accurately engage with I Remember Beirut and how their analysis compares to the book's actual themes.

The study involved prompting ChatGPT and Good AI to generate essays analyzing the role of teachers in I Remember Beirut using identical instructions. AI-generated responses were evaluated for accuracy, relevance, and alignment with the book's themes. Particular focus was given to fabricated direct quotes, biased interpretations, and the credibility of cited sources. Additionally, the study assessed whether the AI-generated essays adhered to academic conventions.

Findings revealed significant limitations in AI's ability to analyze I Remember Beirut accurately. ChatGPT displayed bias, misrepresenting teachers as emotionally dishonest and complicit in war narratives, contradicting the book's depiction of them as stabilizing figures. It also fabricated direct quotes and introduced misleading claims about a "culture of denial" among teachers,

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despite the book emphasizing their role in ensuring education remained a source of stability during the war. Good AI performed better, correctly recognizing that teachers provided emotional and academic support, but still generated false direct quotes and failed to deeply engage with the book's themes. Neither tool properly cited reliable Arabic sources, highlighting AI's limited access to Arabic literary works.

These findings demonstrate that AI struggles to analyze Arabic literature due to dataset limitations and ingrained biases. The study concludes that AI tools currently lack the ability to analyze "I Remember Beirut" without distorting its themes. ChatGPT's analysis was particularly problematic, displaying bias against Arab societies and misrepresenting teachers' roles as flawed rather than essential. Good AI, while more structured, still failed to fully align with the book's intended messages. Both tools fabricated direct quotes and relied on incomplete sources, demonstrating the broader limitations of AI in engaging with Arabic literature. These findings highlight the need for improved AI training datasets that incorporate Arabic texts and a critical approach to AI-generated literary analysis. Furthermore, the study underscores the importance of integrating AI bias evaluation into literature curricula, ensuring that students critically assess AI outputs rather than accepting them at face value.