



## Generative AI in English Literature Education: Opportunities, Challenges, and Pedagogical Implications

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Received: 29/6/2026 Revised: 20/7/2026 Accepted: 28/7/2026 Publication: 27/8/2026

### Abstract

The rapid development of generative artificial intelligence (GenAI) is transforming educational practices and creating new possibilities for English literature education. This paper examines the emerging role of GenAI in the teaching and learning of English literature, focusing on its potential to reshape literary interpretation, critical thinking, creativity, reading practices, and pedagogical relationships. GenAI can provide students with alternative interpretations, contextual information, personalized learning support, creative prompts, and opportunities for comparative analysis. However, its integration also raises important concerns related to academic integrity, authorship, originality, misinformation, algorithmic bias, privacy, unequal access, and excessive dependence on automated content. Particular attention is given to the changing role of the English literature teacher, who increasingly functions as a facilitator, critical mediator, learning designer, and ethical guide rather than simply as a transmitter of literary knowledge. The paper argues that effective integration of GenAI requires a human-centered pedagogical approach that preserves close reading, independent interpretation, critical judgment, creativity, and learner autonomy. It further identifies significant research gaps concerning the long-term effects of AI use, literary interpretation, creativity, EFL contexts, assessment, teacher preparedness, and cultural representation. The paper concludes that GenAI should not replace human literary thinking but should be strategically employed to enhance inquiry, dialogue, experimentation, and engagement with literary texts. Responsible integration can therefore contribute to a more flexible, critically informed, and human-centered model of English literature education.

**Keywords:** generative artificial intelligence, English literature education, literary interpretation, critical thinking, AI-enhanced pedagogy

### 1. Introduction

The rapid development of artificial intelligence (AI) has begun to transform educational practices, reshaping how knowledge is accessed, produced, communicated, and evaluated. Among recent technological developments, GenAI has attracted particular attention because of its ability to generate human-like texts, answer questions, summarize information, provide explanations, and engage users in interactive dialogue. Tools based on large language models (LLMs), such as ChatGPT, have consequently introduced new possibilities for teaching and learning across disciplines. In language and literary education, these developments are particularly significant because literature involves complex processes of reading, interpretation, critical analysis, imagination, and communication. The emergence of GenAI therefore raises important questions about how English literature should be taught and learned in increasingly AI-mediated educational environments.

English literature education has traditionally emphasized close reading, textual interpretation, critical thinking, discussion, and engagement with the historical and cultural contexts of literary works. Students are expected not only to understand the surface meaning of a text but also to examine its themes, characters, narrative structures, symbolism, language, perspectives, and

ideological dimensions. Literary education can consequently contribute to the development of higher-order cognitive abilities, including analysis, evaluation, interpretation, argumentation, and creativity. However, the increasing availability of AI systems capable of producing literary summaries, interpretations, essays, and analyses has complicated these established practices. Students can now obtain immediate explanations of literary texts and generate interpretations with relatively little effort, creating both valuable learning opportunities and concerns about students' intellectual engagement with literature.

From a pedagogical perspective, GenAI can potentially support English literature education in several ways. AI tools may provide personalized explanations of difficult texts, assist learners with unfamiliar vocabulary and historical references, generate questions for literary discussion, offer alternative interpretations, support comparative analysis, and provide feedback on students' writing. Such applications may make literary texts more accessible and encourage learners to engage with materials according to their individual needs. GenAI may also facilitate creative activities by enabling students to experiment with different narrative perspectives, genres, characters, and styles. When used strategically, therefore, AI can function as a supplementary resource that supports rather than replaces established literary teaching practices.

Despite the growing interest in AI in education and language learning, the specific implications of GenAI for English literature education require further conceptual attention. Literary education involves distinctive forms of interpretation and creativity that cannot be fully understood through frameworks developed primarily for general academic or language-learning contexts. A focused examination is therefore needed to consider both the opportunities offered by GenAI and the pedagogical, cognitive, ethical, and literary challenges associated with its use.

Accordingly, this literature review examines the emerging role of generative AI in English literature education, with particular attention to its opportunities, challenges, and pedagogical implications. It explores how GenAI is reshaping literary analysis, interpretation, critical thinking, creativity, and classroom practices. It also considers the changing roles of teachers and students, questions surrounding authorship and academic integrity, and the importance of maintaining human judgment and independent literary engagement. By bringing these perspectives together, the review seeks to contribute to the growing discussion on how English literature education can respond critically and constructively to the opportunities and challenges presented by generative artificial intelligence.

### **2. Generative AI: Concepts and Developments**

GenAI refers to a class of artificial intelligence systems capable of producing new content in response to user-provided instructions or prompts. Unlike traditional AI systems that primarily classify, predict, or retrieve information from existing datasets, generative systems can produce text, images, audio, video, computer code, and other forms of content (Klella, 2026). The recent development of powerful foundation models and large language models (LLMs) has substantially expanded the capabilities of GenAI, enabling these systems to perform increasingly complex linguistic and communicative tasks (Bommasani et al., 2021; Feuerriegel et al., 2024). Consequently, GenAI has moved from being primarily a technological innovation to becoming an important subject of research across education, linguistics, communication, and the humanities.

A major development underlying contemporary GenAI is the emergence of transformer-based neural architectures. Vaswani et al. (2017) introduced the Transformer architecture, which relies heavily on attention mechanisms to process relationships among elements in sequences. This architecture provided an important foundation for the subsequent development of large-scale language models because it enabled more efficient processing of long-range linguistic

relationships. Later models demonstrated that increasing model scale, training data, and computational resources could produce substantial improvements in language-generation and language-understanding capabilities. Brown et al. (2020), for example, demonstrated that GPT-3 could perform a wide range of language tasks through prompting and few-shot learning without task-specific fine-tuning.

Bender et al. (2021) emphasized that the apparent fluency of large language models should not automatically be interpreted as evidence of genuine understanding or reliable knowledge. The development of conversational interfaces has further transformed the accessibility of GenAI. Rather than requiring specialized programming knowledge, users can interact with LLMs through natural-language prompts (Klella & Mrghem, 2024). The release of ChatGPT represented an important stage in this development because it made conversational AI accessible to a broad public audience. Its capacity to generate explanations, summarize texts, answer questions, translate language, produce drafts, and engage in extended dialogue has generated considerable interest in educational contexts (Kasneci et al., 2023). This development has also encouraged researchers to reconsider how learners interact with information and how teachers can incorporate AI-supported activities into educational practice.

The growing capabilities of GenAI are closely related to the concept of foundation models. Bommasani et al. (2021) described foundation models as models trained on broad datasets at scale and subsequently adapted to a wide range of downstream tasks. This approach has contributed to the development of increasingly general-purpose AI systems capable of performing multiple functions within a single technological framework. In language education, this general-purpose capability creates opportunities for individualized explanations, language practice, feedback, content generation, and interactive learning. At the same time, it creates challenges because the same system may be used for legitimate learning support or for completing academic tasks on behalf of students.

Feuerriegel et al. (2024) argued that the broader development of generative AI is transforming the production and processing of different forms of content. In educational environments, multimodality may enable learners to move between textual, visual, and auditory representations of knowledge. For English literature education, for example, multimodal systems may potentially support the interpretation of literary texts through combinations of textual explanation, visual representation, audio performance, and interactive discussion. The development of GenAI has also stimulated significant debate about its educational implications. Zawacki-Richter et al. (2019) identified artificial intelligence as an increasingly important area of educational research even before the widespread emergence of generative systems. More recent scholarship has emphasized both the opportunities and risks associated with generative AI. Kasneci et al. (2023) highlighted its potential to support personalized learning, writing, feedback, and educational interaction, while also identifying concerns related to accuracy, bias, academic integrity, and overreliance.

### **3. English Literature Education in the Age of AI**

English literature education has traditionally aimed to develop students' ability to engage critically and creatively with literary texts. Unlike approaches that treat language primarily as a system of rules or a means of transmitting information, literature education exposes learners to complex meanings, diverse perspectives, cultural contexts, and forms of human experience. Literary study can therefore contribute to the development of interpretation, critical thinking, communication, imagination, and cultural awareness. Carter and Long (1991) identified three complementary models of literary education: the cultural model, the language model, and the personal-growth model.

The emergence of digital technologies has gradually transformed the ways in which students encounter, interpret, and discuss literary texts. Digital resources have expanded access to literary works, criticism, historical information, multimedia materials, and online communities of readers. Such developments have encouraged educators to reconsider traditional forms of literary instruction and to explore technology-mediated approaches to reading and interpretation Moretti (2013). The broader development of digital humanities has also introduced computational methods for examining literary texts, including corpus analysis, text mining, visualization, and distant reading.

Kasneci et al. (2023) argued that large language models offer educational opportunities related to personalized learning, feedback, content generation, and interactive learning, while also creating significant challenges concerning accuracy, bias, academic integrity, and learner dependence.

However, literary education differs from information-oriented learning because literary interpretation is rarely limited to identifying a single correct answer. Literary texts frequently contain ambiguity, contradiction, symbolism, irony, cultural references, and multiple possible interpretations. Rosenblatt's (1978) transactional theory emphasized the importance of the relationship between reader and text in the construction of literary meaning. From this perspective, reading literature is an active process in which meaning emerges through the interaction between the text and the reader's experiences, knowledge, emotions, and interpretive responses. Bender et al. (2021) caution that the linguistic fluency of large language models should not be confused with genuine understanding. AI-generated responses can appear authoritative while containing inaccurate information, fabricated references, or interpretations that are insufficiently grounded in the original text.

### **4. Opportunities of Generative AI in English Literature Education**

The emergence of GenAI has created new opportunities for transforming English literature education. Unlike traditional digital tools that primarily provide access to information, GenAI systems can generate, explain, summarize, compare, and reformulate literary and educational content in response to users' prompts. These capabilities can support both teachers and students in engaging with literary texts in more interactive, personalized, and exploratory ways.

#### **4.1 Personalized Learning and Individualized Support**

One of the most significant opportunities of GenAI in English literature education is its potential to facilitate personalized learning. Literary texts can be challenging for students because they often contain complex vocabulary, unfamiliar cultural references, symbolic meanings, and sophisticated narrative or poetic techniques. GenAI tools can provide explanations at different levels of complexity, clarify unfamiliar expressions, summarize difficult passages, and offer additional examples according to students' individual needs. This capacity can help learners who require additional support while allowing more advanced students to explore increasingly complex interpretations (Kasneci et al., 2023; UNESCO, 2023). Such personalization corresponds with broader research suggesting that AI can support adaptive and individualized learning experiences in higher education (Zawacki-Richter et al., 2019). In literature classes, for example, students may ask an AI system to explain a metaphor, identify a narrative technique, clarify a historical reference, or provide alternative interpretations of a passage.

#### **4.2 Supporting Literary Interpretation and Analysis**

GenAI also offers opportunities for expanding literary interpretation. Literary studies traditionally emphasize close reading, textual evidence, interpretation, and critical engagement with language and form. GenAI can complement these practices by generating alternative readings, identifying recurring themes, comparing characters, examining narrative perspectives, and drawing attention

to stylistic patterns (Bender et al., 2021). Such functions can encourage students to consider multiple interpretive possibilities rather than immediately accepting a single reading. The use of computational approaches in literary studies has already demonstrated how digital technologies can expand the scale and scope of textual analysis. Moretti (2013), for example, argues for approaches such as distant reading that allow researchers to identify patterns across large bodies of literary texts. GenAI extends this technological landscape by enabling students to interact with textual analysis through natural-language prompts.

### **4.3 Enhancing Critical Thinking Through Multiple Perspectives**

Although concerns have been raised that excessive dependence on AI may reduce students' independent thinking, carefully designed pedagogical use of GenAI can instead create opportunities for critical thinking. Students can be asked to evaluate AI-generated interpretations, identify weaknesses in an argument, verify textual evidence, and compare AI responses with their own readings. This transforms GenAI from a simple answer-producing mechanism into an object of critical examination (UNESCO, 2023). For example, an instructor may provide students with an AI-generated interpretation of a poem and ask them to determine whether the interpretation is adequately supported by the poem. Students can then identify assumptions, omissions, contradictions, or misinterpretations and develop a stronger interpretation based on textual evidence.

### **4.4 Promoting Student Engagement and Interactive Learning**

GenAI can make literature learning more interactive by allowing students to engage in simulated conversations, question-and-answer activities, and exploratory discussions. Students may use AI to ask questions about a novel's characters, explore different narrative perspectives, or simulate a dialogue involving literary characters. The interactive nature of conversational AI may also encourage students to formulate questions about literary texts. Instead of receiving information passively, learners can engage in an iterative process in which they ask questions, receive responses, challenge those responses, and refine their understanding. Kasneci et al. (2023) emphasized that conversational AI can provide opportunities for interactive learning and individualized educational support, although the quality of these interactions depends substantially on how the technology is integrated into teaching.

### **4.5 Improving Feedback and Revision**

GenAI can also provide opportunities for more immediate feedback on students' literary analysis and writing. Students can use AI tools to receive preliminary comments on organization, clarity, grammar, argumentation, and the use of textual evidence. This can encourage iterative revision rather than treating writing as a one-time submission (Kasneci et al., 2023). AI-supported feedback may be particularly useful when students need assistance outside normal classroom hours. However, automated feedback should complement rather than replace teacher feedback because literary writing involves interpretive, cultural, rhetorical, and aesthetic dimensions that cannot always be evaluated reliably through automated systems (Altuwayb et al., 2026).

### **4.6 Increasing Access to Literary Learning Resources**

GenAI may contribute to greater accessibility by helping students overcome linguistic and cognitive barriers. Complex literary passages can be explained using simpler language, difficult terminology can be defined, and textual concepts can be presented through alternative explanations. This can be particularly valuable in EFL contexts, where students are simultaneously developing English proficiency and literary competence (Zawacki-Richter et al., 2019). In literature education, this potential may enable students with different levels of language proficiency to engage with the same literary texts while receiving differentiated forms of support.

### 4.7 Supporting Teachers in Lesson and Material Development

GenAI can also assist English literature teachers in designing instructional materials. Teachers can use AI to generate discussion questions, comprehension activities, writing prompts, comparative tasks, lesson outlines, and differentiated learning materials. This may reduce the time required for routine preparation and allow instructors to devote greater attention to classroom interaction and pedagogical decision-making (Altuwayb & Hmouma, 2026). However, AI-generated materials require careful teacher review. Generative systems can produce factual inaccuracies, inappropriate interpretations, fabricated references, or culturally insensitive content (Bender et al., 2021). Consequently, teachers remain responsible for evaluating and adapting AI-generated materials before using them in literature classrooms. GenAI offers substantial opportunities for English literature education, particularly in personalization, literary interpretation, critical thinking, student engagement, creative writing, feedback, comparative analysis, accessibility, teacher support, and independent learning.

## 5. Generative AI and Literary Interpretation

Literary interpretation is a central component of English literature education because it requires learners to move beyond understanding the literal meaning of a text toward examining themes, symbols, characters, narrative structures, language, cultural contexts, and multiple possible meanings. Traditionally, literary interpretation has emphasized close reading, critical questioning, textual evidence, and the interaction between the reader and the literary work (Ayad et al., 2026).

### 5.1 AI as a Tool for Exploring Multiple Interpretations

One of the most significant contributions of GenAI to literary interpretation is its ability to generate multiple possible readings of the same literary text. Literary works frequently permit different interpretations because meaning can be influenced by textual features, historical contexts, cultural perspectives, and readers' experiences. Reader-response approaches, for example, emphasize the active role of readers in constructing meaning through their interaction with texts (Rosenblatt, 1978). GenAI can complement this process by presenting alternative interpretations that students can compare with their own readings. For instance, students analyzing a poem may ask an AI system to provide different interpretations of a particular symbol (Kasneci et al., 2023; UNESCO, 2023). The resulting responses can be examined critically and compared with evidence from the poem.

### 5.2 Supporting Close Reading

Close reading requires careful attention to the linguistic and structural details of a literary text. Students may examine diction, imagery, metaphor, syntax, repetition, tone, point of view, characterization, and narrative structure. GenAI can assist this process by drawing students' attention to potentially significant textual features (Hmouma, 2025). For example, an AI system may identify repeated words, contrasting expressions, metaphors, or changes in narrative perspective that students can subsequently investigate themselves. However, AI-supported close reading should not replace direct engagement with the original text. Generative models produce responses based on learned patterns rather than human literary experience, and their outputs may contain errors or unsupported interpretations (Bender et al., 2021). Students should verify AI-generated observations against the actual literary text and determine whether the proposed interpretation is supported by sufficient textual evidence.

### 5.3 Facilitating Contextual Interpretation

Literary interpretation frequently requires knowledge of historical, social, cultural, and intellectual contexts. GenAI can help students obtain preliminary explanations of unfamiliar historical references, literary movements, cultural concepts, or biographical information about authors.

Nevertheless, contextual information generated by AI must be critically evaluated. LLMs can produce inaccurate or fabricated information, including misleading claims about authors, historical events, or literary works. Bender et al. (2021) highlighted the limitations associated with language models that generate fluent language without necessarily possessing reliable understanding of the information they produce.

### **5.4 Comparing Characters, Themes, and Literary Techniques**

GenAI can also support comparative literary interpretation. Students can use AI to generate preliminary comparisons between characters, themes, narrative techniques, or literary works. For example, students studying two novels may ask an AI system to identify similarities and differences in the representation of identity or conflict. They can then evaluate these suggestions through detailed textual analysis (Moretti, 2013). More importantly, they can encourage students to move from description toward interpretation by asking why particular similarities or differences occur and what they reveal about the texts. This corresponds with broader developments in digital literary studies, where computational methods have expanded the possibilities for identifying patterns across literary works.

### **5.5 Developing Evidence-Based Interpretation**

A major principle of literary studies is the relationship between interpretation and textual evidence. Students are generally expected to support analytical claims by referring directly to relevant passages, linguistic features, or structural elements of a literary work. GenAI can support this process by suggesting possible textual evidence for an interpretive claim, but students must independently verify whether the suggested evidence actually appears in the original text (Kasneci et al., 2023). This issue is particularly important because generative AI systems can produce plausible but nonexistent quotations or inaccurate references. Consequently, students should be trained to distinguish between an AI-generated suggestion and verified textual evidence.

### **5.6 Expanding Reader Engagement**

GenAI can make literary interpretation more interactive by allowing students to engage in extended question-and-answer exchanges about literary works. Students can ask follow-up questions, request clarification, challenge an interpretation, or explore alternative perspectives. This conversational dimension may be particularly useful for students who are hesitant to participate in conventional classroom discussions. Kasneci et al. (2023) identified interactive and individualized learning as important potential applications of LLMs in education. The interactive nature of LLMs can support exploratory learning because students can develop an interpretation through successive questions rather than receiving information in a fixed format.

### **5.7 Challenges to Traditional Interpretive Authority**

Although GenAI creates opportunities for literary interpretation, it also challenges traditional assumptions about interpretive authority. Historically, students have relied on teachers, scholarly criticism, textbooks, and their own close reading to develop interpretations. GenAI introduces another source of interpretive suggestions that can appear authoritative because of its fluent and confident language. Bender et al. (2021) caution against interpreting fluent language generation as evidence of genuine understanding. Therefore, literary educators need to emphasize that AI-generated interpretations are provisional and must be assessed through textual evidence, scholarly perspectives, and critical reasoning.

### **5.8 From AI-Assisted Interpretation to Human-AI Dialogue**

The most productive approach may therefore involve a dialogue between human interpretation and AI-generated possibilities. Rather than asking AI to determine what a literary text means, students can use AI to generate questions, identify alternative readings, challenge their assumptions, and

explore possible analytical directions (Karrar et al., 2026). The student remains responsible for selecting, evaluating, refining, and defending the final interpretation. This human-AI dialogue is consistent with a human-centered educational approach to GenAI. UNESCO (2023) argued that generative AI should be integrated into education in ways that preserve human agency and promote meaningful learning. In literary education, this means maintaining the student's role as the primary interpreter while using AI as a supplementary resource for exploration and intellectual dialogue. Generative AI has considerable potential to enrich literary interpretation by supporting multiple readings, close reading, contextual exploration, comparative analysis, evidence-based interpretation, and interactive engagement. At the same time, its limitations, including hallucinated information, unsupported interpretations, and the possibility of student overreliance, require careful pedagogical guidance.

### **6. Generative AI and Critical Thinking in Literary Education**

Critical thinking is a fundamental objective of English literature education because literary study requires students to question assumptions, evaluate interpretations, analyze textual evidence, compare perspectives, and construct reasoned arguments. Unlike approaches that treat literature primarily as the acquisition of factual knowledge about authors, periods, or literary movements, critical literary education encourages learners to engage actively with texts and develop independent interpretations.

#### **6.1 Critical Thinking as a Core Objective of Literary Education**

Literary interpretation inherently involves critical thinking because literary texts rarely have a single universally accepted meaning. Students are required to identify significant textual features, formulate interpretations, assess competing perspectives, and support claims with evidence. Rosenblatt's (1978) transactional theory emphasizes the active relationship between the reader and the literary text, suggesting that meaning emerges through the interaction between textual characteristics and the reader's experience (Kasneci et al., 2023; UNESCO, 2023). From this perspective, literature classrooms provide an environment in which students can develop analytical judgment and interpretive independence. GenAI can potentially strengthen this process when it is used to stimulate questioning rather than to provide ready-made interpretations.

#### **6.2 GenAI as a Stimulus for Critical Questioning**

One important opportunity presented by GenAI is its potential to stimulate students' questioning. Students can use AI-generated responses as starting points for asking why a particular interpretation has been proposed, what evidence supports it, and what alternative interpretations may exist. This process can encourage learners to move beyond accepting information toward actively interrogating it (Kasneci et al., 2023). For example, an instructor might provide students with an AI-generated interpretation of a poem and ask them to identify its central assumptions. Students can then formulate questions such as whether the interpretation accounts for the poem's imagery, whether alternative meanings are possible, and whether the AI has overlooked important textual details.

#### **6.3 Evaluating the Accuracy and Reliability of AI-Generated Interpretations**

A central component of critical thinking is the ability to evaluate the reliability of information. This becomes particularly important when students work with GenAI because fluent and coherent responses may create the impression of accuracy even when the content is incorrect. Large language models can generate plausible statements that are unsupported by evidence or factually inaccurate (Bender et al., 2021). In literary education, students may therefore be taught to examine AI-generated interpretations systematically. They can verify quotations against the original text,

investigate claims about historical or cultural contexts, evaluate references, and determine whether analytical conclusions follow logically from the available evidence.

### **6.4 Challenging AI-Generated Biases and Assumptions**

Critical thinking in literary education also involves recognizing ideological assumptions and cultural biases. Literary texts frequently address issues of identity, power, gender, class, race, colonialism, culture, and social inequality. GenAI systems may reproduce biases present in their training data or dominant cultural representations (Bender et al., 2021). Students can therefore critically examine AI-generated interpretations by asking whose perspective is represented, whose perspective may be absent, and what assumptions underlie a particular explanation (Klella & Al Garaghoolee, 2026). For example, when analyzing a postcolonial literary text, students may compare an AI-generated interpretation with perspectives from postcolonial literary scholarship and evaluate whether the AI response adequately addresses issues of power and historical context.

### **6.5 The Risk of Cognitive Offloading and Intellectual Dependence**

Despite its potential benefits, GenAI may also create risks for critical thinking when students rely on it excessively. If learners routinely ask AI to summarize texts, identify themes, generate interpretations, and write analytical responses, they may have fewer opportunities to practice these skills independently. This phenomenon can be understood as a form of cognitive offloading, in which intellectual tasks are transferred to an external technological system. Kasneci et al. (2023) noted that the educational use of LLMs involves important challenges related to overreliance, accuracy, and the changing nature of learning.

Generative AI has a complex relationship with critical thinking in literary education. Its ability to generate alternative interpretations, questions, counterarguments, and explanations can provide valuable stimuli for analytical thinking. At the same time, its potential to generate inaccurate information and encourage cognitive dependence creates significant pedagogical challenges. The key issue is therefore not whether students should use GenAI, but how they should use it.

## **7. Challenges of Generative AI in English Literature Education**

Although GenAI offers considerable opportunities for English literature education, its integration also raises significant pedagogical, cognitive, ethical, and academic challenges. Literary education is particularly sensitive to these concerns because it involves interpretation, creativity, critical thinking, personal response, cultural understanding, and close engagement with language. The ability of GenAI systems to generate fluent literary analyses, summaries, interpretations, and creative texts can support learning, but it can also encourage students to rely on machine-generated content rather than developing their own interpretive and analytical abilities.

### **7.1 Overreliance on AI-Generated Interpretations**

One of the major challenges is students' potential overreliance on GenAI for interpreting literary texts. Literature education requires students to read closely, formulate questions, develop interpretations, and support their arguments with textual evidence. If students routinely ask AI systems to identify themes, explain symbols, analyze characters, or interpret poems, they may gradually transfer these intellectual activities to the technology (Bender et al., 2021; Kasneci et al., 2023; UNESCO, 2023). Such dependence may reduce opportunities for students to develop independent interpretive skills. Kasneci et al. (2023) identified overreliance on large language models as an important educational concern because students may accept AI-generated responses without sufficiently examining their accuracy or reasoning.

### **7.2 Inaccurate Information and AI Hallucinations**

Another significant challenge is the production of inaccurate or fabricated information. GenAI systems can generate responses that appear fluent and convincing while containing factual errors,

invented references, incorrect quotations, or unsupported interpretations. Bender et al. (2021) emphasized that language models generate linguistic patterns without possessing human-like understanding of the world, creating important concerns about the reliability of their outputs. In English literature education, such inaccuracies can be particularly problematic.

### **7.3 Threats to Critical Thinking and Intellectual Independence**

GenAI can potentially influence students' intellectual independence. When an AI system immediately produces a polished interpretation, students may be less inclined to formulate their own hypotheses or tolerate the uncertainty that often accompanies literary interpretation. The result may be a shift from exploratory thinking toward answer acceptance (Kasneci et al., 2023; UNESCO, 2023). However, this outcome is not inevitable. As discussed in previous sections, GenAI can also be used to stimulate critical thinking when students are required to evaluate and challenge AI-generated interpretations. The challenge therefore lies in instructional design. If AI is used primarily as an answer-producing tool, it may weaken independent reasoning; if it is used as an object of evaluation and discussion, it may support critical engagement.

### **7.4 Bias and Cultural Representation**

Bias represents another important challenge. GenAI models are trained on large quantities of human-produced data, which may contain cultural, ideological, linguistic, and social biases. As a result, AI-generated literary interpretations may reproduce dominant perspectives while marginalizing alternative voices. Bender et al. (2021) stated that these concerns are particularly relevant when students study texts involving colonialism, gender, race, class, identity, migration, or culturally specific experiences. For example, an AI-generated interpretation of a postcolonial novel may emphasize a dominant Western perspective while insufficiently addressing the historical and cultural experiences represented in the text. Teachers therefore need to encourage students to examine whose perspectives are represented in AI responses and whose perspectives may be missing.

### **7.5 Changing the Role of the Literature Teacher**

The introduction of GenAI also challenges traditional conceptions of the teacher's role. If students can obtain explanations, summaries, questions, and preliminary interpretations from AI systems, teachers may need to move away from being primarily sources of information toward becoming facilitators of critical inquiry and interpretation. Teachers need to evaluate AI-generated materials, develop appropriate classroom policies, redesign assessment, teach AI literacy, and address ethical concerns. Zawacki-Richter et al. (2019) emphasized the importance of considering educators' roles in discussions of AI in higher education. Effective integration therefore requires teacher preparation rather than simply providing students with access to AI tools.

## **8. Generative AI and Literary Creativity**

Creativity is a fundamental dimension of English literature education because literary learning involves not only interpreting existing texts but also developing students' capacity to imagine, create, experiment with language, and express original ideas. Creative activities such as poetry writing, short-story composition, dramatic writing, adaptation, and alternative narrative construction can help learners develop linguistic flexibility and aesthetic awareness.

### **8.1 Generative AI as a Creative Writing Partner**

One of the most important opportunities offered by GenAI is its potential to function as a creative writing partner. Students can use AI systems to brainstorm ideas, develop characters, explore narrative settings, generate possible plot directions, and experiment with different literary forms. Rather than beginning a creative task with a blank page, students can interact with AI-generated suggestions and use them as stimuli for developing their own ideas (Feuerriegel et al., 2024;

Kasneci et al., 2023). This collaborative process can be particularly useful for students who experience difficulty generating initial ideas. Kasneci et al. (2023) identified AI contributes possibilities, while the student retains responsibility for creative decisions and the final literary product. brainstorming, content generation, and individualized assistance as potential educational applications of large language models.

### **8.2 Stimulating Imagination and Idea Generation**

Creativity frequently depends on the ability to generate and explore multiple possibilities. GenAI can rapidly produce alternative scenarios, characters, metaphors, titles, themes, and narrative developments. If students simply copy AI-generated content, the technology may reduce rather than enhance creativity (Klella, 2024). Conversely, if students use AI suggestions as starting points and substantially transform them through their own ideas, the interaction can become a form of creative experimentation. Feuerriegel et al. (2024) noted that generative AI has the capacity to produce novel content across multiple domains, while also raising questions concerning human control and the nature of creativity.

### **8.3 Human Creativity and AI-Assisted Creativity**

The relationship between human creativity and AI-generated content remains an important theoretical and pedagogical issue. Traditional conceptions of literary creativity emphasize human imagination, experience, intention, emotion, and cultural knowledge. GenAI, by contrast, generates content through statistical and computational processes based on patterns learned from large datasets. AI-generated literary output should not automatically be regarded as equivalent to human creativity. Bender et al. (2021) argued that language models can produce highly fluent linguistic outputs without possessing human-like understanding or intention. This distinction is particularly important in literature education because literary creativity is not simply the production of grammatically coherent sentences; it also involves purpose, aesthetic choices, personal experience, cultural positioning, and meaningful communication.

### **8.4 The Risk of Homogenized Creativity**

Despite its potential to generate many alternatives, GenAI may also contribute to homogenization in creative writing. Because generative models learn from patterns in existing human-produced texts, their outputs may reproduce common linguistic and stylistic patterns. As a result, widespread dependence on similar AI systems could encourage students to produce writing that is structurally or stylistically predictable. This concern is particularly relevant to literary education, where originality and individual expression are highly valued. Bender et al. (2021) draw attention to the limitations and risks associated with large-scale language models and their dependence on training data. Teachers should therefore encourage students to identify generic AI patterns and deliberately develop distinctive voices, perspectives, and stylistic choices.

## **9. Pedagogical Implications**

The integration of GenAI into English literature education has significant pedagogical implications for teaching, learning, assessment, curriculum design, and the role of the teacher. Because literary education depends on interpretation, critical thinking, creativity, textual engagement, and personal response, the introduction of GenAI should not be understood simply as the adoption of another educational technology.

### **9.1 Reconsidering the Role of the Literature Teacher**

One of the most important pedagogical implications of GenAI concerns the changing role of the English literature teacher. Traditional teaching approaches may position teachers as primary sources of literary knowledge, explanations, and interpretations. This development suggests that teachers may increasingly function as facilitators of inquiry, critical dialogue, interpretation, and

reflection rather than simply as transmitters of information (Kasneci et al., 2023; UNESCO, 2023). The teacher remains essential because AI-generated information can be inaccurate, incomplete, biased, or contextually inappropriate (Bender et al., 2021). Teachers therefore need to guide students in evaluating AI outputs, identifying unsupported claims, verifying evidence, and developing independent interpretations

### **9.2 Redesigning Literature Learning Activities**

GenAI also creates a need to redesign classroom activities. Instead of asking students only to summarize novels, identify themes, or produce conventional literary essays, teachers can design activities that require students to interact critically with AI-generated material (Zawacki-Richter et al., 2019). Similarly, students can evaluate an AI-generated analysis for factual inaccuracies, weak arguments, cultural assumptions, or insufficient evidence. Such activities can transform GenAI from a shortcut for completing assignments into a stimulus for deeper literary inquiry. Kasneci et al. (2023) suggested that LLMs can support interactive and individualized learning when appropriately integrated into educational activities.

### **9.3 Promoting Close Reading Rather Than Replacing It**

The introduction of GenAI should not diminish the importance of close reading. Direct engagement with the literary text remains fundamental to literary education. Teachers should therefore design AI-supported activities in which students must first engage with the original text before consulting AI. For instance, students may independently annotate a poem and develop an initial interpretation before asking an AI system to identify additional patterns or possible readings. Students can then compare the AI response with their annotations and determine whether the AI has identified useful features or produced unsupported claims (Bender et al., 2021). This sequence preserves close reading while allowing technology to extend the interpretive process.

### **9.4 Teacher Professional Development**

Effective integration of GenAI requires teachers to develop new technological and pedagogical competencies. Literature teachers need sufficient knowledge of how generative AI works, what its limitations are, how to evaluate its outputs, and how it can be integrated into literary learning objectives. Professional development should therefore move beyond technical training. Zawacki-Richter et al. (2019) highlighted that teachers need opportunities to explore AI-supported lesson design, assessment strategies, ethical issues, academic integrity, bias, data privacy, and methods for developing students' critical AI literacy. the importance of considering educators' roles in the integration of AI within higher education.

### **9.5 Curriculum Transformation**

The increasing availability of GenAI may also require broader curriculum transformation. English literature curricula can incorporate concepts such as AI-generated literature, digital authorship, computational reading, machine creativity, algorithmic bias, and the changing relationship between technology and literary culture (Klella, 2026). Such topics can connect traditional literary studies with emerging developments in digital humanities. Moretti (2013), for example, demonstrated how computational approaches can expand literary scholarship by enabling researchers to examine patterns across large bodies of texts. GenAI extends this technological development by providing new forms of interaction with literary language and interpretation.

## **10. The Changing Role of the English Literature Teacher**

The emergence of GenAI is transforming the role of the English literature teacher from a primary provider of knowledge toward that of a facilitator, critical mediator, learning designer, and guide in human–AI interaction. Traditionally, literature teachers have been expected to introduce literary texts, explain historical and cultural contexts, clarify difficult language, and guide students toward

particular interpretations. Although these responsibilities remain important, the widespread availability of AI systems capable of generating explanations, summaries, interpretations, and creative responses has changed the educational environment in which literary teaching takes place.

### **10.1 From Knowledge Provider to Learning Facilitator**

Generative AI can provide students with immediate explanations of literary concepts, summaries of novels and poems, biographical information about authors, and preliminary interpretations of literary works. The literature teacher increasingly functions as a facilitator who designs learning situations in which students actively construct knowledge through reading, discussion, interpretation, and critical inquiry (Kasneci et al., 2023; UNESCO, 2023). This transformation is consistent with learner-centered approaches to literature teaching, which emphasize students' active engagement with texts rather than passive reception of predetermined interpretations. Rosenblatt's (1978) transactional theory, for example, conceptualized literary meaning as emerging through the interaction between reader and text.

### **10.2 The Teacher as a Critical Mediator of AI-Generated Content**

Generative AI systems can produce fluent and convincing literary interpretations, but fluency does not necessarily guarantee accuracy, depth, or textual validity. AI-generated responses may contain factual inaccuracies, unsupported claims, oversimplifications, or interpretations that overlook ambiguity and cultural complexity (Bender et al., 2021; Kasneci et al., 2023). The teacher must therefore model processes of verification and critical evaluation. Students can be encouraged to compare an AI-generated interpretation with the original text, identify claims that lack textual evidence, examine alternative interpretations, and determine whether the AI has misunderstood particular linguistic, historical, or cultural features.

### **10.3 The Teacher as a Guardian of Close Reading**

Moretti (2013) demonstrated the value of expanding literary analysis through different analytical approaches and forms of evidence. In the context of GenAI, teachers can similarly encourage students to move between detailed textual analysis and broader interpretive perspectives without allowing technological tools to replace sustained engagement with primary texts. The literature teacher has an increasingly important role in protecting and strengthening close reading as a fundamental literary practice. Teachers can design activities in which students first analyze a passage independently and subsequently compare their interpretations with an AI-generated response. Students can then identify what the AI has noticed, what it has overlooked, and where its interpretation differs from their own.

### **10.4 The Teacher as a Designer of Human–AI Collaboration**

Rather than adopting an entirely pro-AI or anti-AI position, literature teachers can develop pedagogical models based on purposeful human–AI collaboration. Generative AI can be used for brainstorming, comparative interpretation, question generation, language support, creative experimentation, and formative feedback, while students remain responsible for reading, reasoning, evaluating evidence, and producing final interpretations (Kasneci et al., 2023; UNESCO, 2023). Such collaboration also allows teachers to introduce productive disagreement between human and machine interpretations. If an AI system offers a convincing but textually unsupported interpretation, students can challenge it. If it identifies a feature that students initially overlooked, they can reconsider their interpretation. The teacher's role is to structure this dialogue so that AI contributes to deeper thinking rather than cognitive dependence.

### **10.5 The Teacher as an Assessor of Learning Processes**

Generative AI also requires changes in literary assessment. Traditional take-home essays may no longer provide sufficient evidence of students' independent interpretive abilities because AI

systems can produce increasingly sophisticated prose. This does not mean that literary essays should disappear. Instead, teachers may need to place greater emphasis on the process through which interpretations are developed (Kasneci et al., 2023; UNESCO, 2023). Assessment can include reading journals, annotated passages, classroom discussions, oral defenses, drafts, reflective commentaries, comparative analyses, and AI-use statements. Students might also be assessed on their ability to critique an AI-generated interpretation rather than simply produce an essay.

### **10.6 The Teacher as a Promoter of Creativity and Human Voice**

Generative AI can assist students in experimenting with literary forms, generating ideas, transforming narratives, or exploring alternative styles. However, excessive dependence on generated content may result in standardized or homogenized writing. The literature teacher therefore has an important role in protecting individual voice, imagination, and originality. (Feuerriegel et al., 2024). Teachers can encourage students to use AI as a stimulus for creativity rather than as a substitute for creative production. For example, students may ask AI to propose alternative endings to a story and then develop an original ending that deliberately differs from the generated suggestions. They may also compare AI-generated poetry with human-authored poetry and discuss differences in emotional complexity, cultural experience, voice, and intentionality.

### **10.7 From Teacher-Centered to Human-Centered Literature Education**

Ultimately, the changing role of the English literature teacher should not be understood as a movement from human teaching toward machine teaching. The teacher remains essential because literature involves questions of identity, culture, morality, historical experience, emotion, and human meaning. Bender et al. (2021) concluded that these dimensions require discussion, judgment, empathy, and contextual understanding. The teacher's authority is not eliminated but transformed. Instead of being based primarily on possessing information that students cannot easily access, professional authority increasingly derives from the ability to design meaningful learning experiences, ask intellectually productive questions, evaluate technological outputs, support ethical engagement, and cultivate independent literary judgment.

## **11. Ethical Considerations**

The integration of GenAI into English literature education offers significant pedagogical opportunities, but it also introduces complex ethical questions concerning academic integrity, authorship, privacy, bias, transparency, human agency, and equitable access. These concerns are particularly important in literature education because literary learning depends on interpretation, creativity, personal response, cultural understanding, and independent critical judgment.

### **11.1 Academic Integrity and Plagiarism**

One of the most immediate ethical concerns surrounding GenAI in English literature education is academic integrity. AI systems can generate essays, literary analyses, summaries, discussion posts, and other forms of academic writing within seconds. Although such capabilities can support learning, students may submit AI-generated material as their own work without acknowledging the assistance received. UNESCO (2023) therefore emphasized this creates difficulties for conventional understandings of plagiarism and authorship and raises questions about whether a submitted literary analysis genuinely represents the student's reading and interpretation. The problem extends beyond conventional copying because AI-generated text may not reproduce a specific existing source verbatim. Instead, students may present machine-generated ideas and language as original intellectual work. the importance of developing clear institutional policies and promoting responsible use of generative AI in educational settings.

### **11.2 Authorship, Originality, and Intellectual Ownership**

GenAI also challenges conventional concepts of authorship. Literary education traditionally places considerable value on the relationship between author, text, intention, and creative expression. When students use AI to generate ideas, sentences, interpretations, or creative passages, determining who should be regarded as the author becomes more complicated. If an AI system generates a poem or alternative ending to a short story and a student substantially incorporates that output into an assignment, the boundaries between human authorship and machine-generated content become unclear. Feuerriegel et al. (2024) noted that generative AI has the capacity to produce novel-looking content across different domains, but this technological capability should not be equated automatically with human creativity or intentionality.

### **11.3 Accuracy, Hallucination, and Epistemic Responsibility**

Another major ethical concern involves the reliability of AI-generated information. Generative AI systems can produce responses that appear authoritative while containing factual inaccuracies, fabricated references, incorrect quotations, or unsupported literary interpretations. Bender et al. (2021) emphasized that language models generate linguistic sequences without possessing human-like understanding of meaning. Consequently, fluent AI output should not automatically be treated as reliable knowledge. This problem is particularly serious in literature courses because students may ask AI systems about authors, historical contexts, literary movements, quotations, or critical interpretations. An inaccurate response may then become incorporated into academic work and repeated as fact.

### **11.4 Bias and Cultural Representation**

AI systems can reproduce or amplify biases present in the data on which they are trained. These biases may involve gender, race, culture, language, nationality, ideology, or other dimensions of representation (Bender et al., 2021). In English literature education, this concern is particularly important because literary texts frequently engage with cultural identity, historical power relations, colonialism, gender, social class, and marginalized voices. An AI-generated interpretation may unintentionally privilege dominant cultural perspectives while overlooking less visible or culturally specific readings. For example, a literary text originating from a particular historical or cultural context may be interpreted through assumptions that are more familiar to dominant English-language traditions. Students who accept such interpretations uncritically may reproduce these biases in their own academic work.

### **11.5 Transparency and Disclosure of AI Use**

Transparency is central to ethical AI-supported literature education. Students should know when AI has contributed to an educational task, and teachers should establish clear expectations concerning disclosure. Without transparency, it becomes difficult to distinguish between a student's independent literary reasoning and machine-generated assistance (Kasneci et al., 2023). Clear disclosure policies can reduce ambiguity. For example, teachers may require students to include a brief statement indicating whether AI was used for brainstorming, translation, language correction, interpretation, or drafting.

### **11.6 Human Agency and Intellectual Autonomy**

Perhaps the most fundamental ethical issue is the preservation of human agency. Generative AI can make literary analysis and writing more convenient, but excessive dependence may encourage students to outsource interpretation and decision-making. This principle is particularly important because literary interpretation involves personal response and judgment. Rosenblatt's (1978) transactional perspective emphasized the active relationship between reader and text. If students allow AI to determine meaning before they have developed their own response, an important part of literary learning may be lost.

### 11.7 Equity and Digital Access

Ethical implementation must also consider inequality in access to AI technologies. Not all students have equal access to reliable internet connections, advanced devices, paid AI platforms, or the same level of digital literacy. If AI-supported assignments assume universal access to sophisticated tools, they may unintentionally create additional educational inequalities. Zawacki-Richter et al. (2019) emphasized the importance of considering contextual and institutional factors in the implementation of artificial intelligence in higher education. Similarly, UNESCO (2023) calls attention to equitable and inclusive approaches to AI in education. Literature teachers should therefore avoid designing essential learning activities that depend exclusively on access to premium AI systems.

### 12. Research Gaps and Future Directions

Although GenAI has attracted substantial attention in education, its application to English literature education remains comparatively underexplored. Existing scholarship has primarily examined the general educational opportunities and risks of large language models, including personalized learning, automated feedback, academic integrity, critical thinking, and teacher roles.

#### 12.1 Limited Empirical Research on GenAI in English Literature Education

One of the most significant gaps is the limited amount of empirical research specifically examining GenAI in English literature classrooms. Much of the existing literature discusses AI in higher education generally rather than focusing on literature as a distinct disciplinary context (Zawacki-Richter et al., 2019). Similarly, recent discussions of ChatGPT and education have identified broad opportunities and challenges but have not sufficiently addressed the particular characteristics of literary learning (Kasneci et al., 2023). Future research should therefore investigate how students actually use GenAI when reading and interpreting poetry, drama, short stories, and novels. Studies could examine whether AI-supported activities improve students' interpretive abilities, textual analysis, engagement, or critical thinking compared with conventional literature instruction.

#### 12.2 Insufficient Attention to Literary Interpretation

Another important gap concerns the effect of GenAI on literary interpretation. AI systems can generate coherent interpretations of literary texts, but relatively little research has systematically examined whether these interpretations encourage deeper reading or instead encourage students to rely on readily available explanations. This issue is particularly important because literary interpretation involves ambiguity and multiple possible meanings. Rosenblatt's (1978) transactional theory emphasized the relationship between reader and text, suggesting that literary meaning is constructed through an active reading process rather than simply retrieved from an external authority. Future research should investigate whether AI-mediated interpretation strengthens or weakens this process.

#### 12.3 The Need to Investigate Close Reading and Cognitive Engagement

The availability of AI-generated summaries presents a potential challenge to close reading. Students can obtain plot summaries, thematic explanations, character analyses, and simplified interpretations without engaging directly with the complete literary text. Bender et al. (2021) caution against assuming that language-generation systems possess human-like understanding, while UNESCO (2023) emphasized the need for critical and responsible engagement with AI-generated content. Future research should investigate whether regular AI use changes students' reading behaviors. Important questions include whether students spend less time reading primary texts, whether they rely more heavily on summaries, and whether AI-supported reading affects their ability to identify stylistic and rhetorical features independently.

#### 12.4 Limited Research on Critical Thinking and AI Dependence

Although critical thinking is frequently identified as an important benefit of AI-supported education, there remains insufficient empirical evidence regarding the relationship between GenAI and critical thinking specifically in literature courses. Kasneci et al. (2023) identified both opportunities and risks associated with large language models in education, including the possibility that learners may become overly dependent on generated information. Future studies should therefore investigate whether structured AI activities encourage higher-order thinking or produce cognitive offloading.

### **12.5 The Underexplored Relationship Between GenAI and Literary Creativity**

Literary creativity represents another significant research gap. GenAI can generate poems, narratives, character descriptions, dialogue, and alternative endings, potentially providing students with new opportunities for creative experimentation (Feuerriegel et al., 2024). However, questions remain about whether AI actually develops students' creativity or merely increases the speed and quantity of textual production. Future research should examine how different forms of AI assistance influence originality, imagination, individual voice, stylistic experimentation, and creative confidence. Researchers could compare independent student writing with AI-assisted writing and investigate whether students develop stronger creative abilities when AI is used as a source of inspiration rather than as a text generator.

### **12.6 Need for Research on AI Bias and Cultural Representation**

Another underdeveloped area concerns cultural and ideological bias in AI-generated literary interpretation. Language models are trained on large collections of human-produced data and may reproduce patterns of cultural, social, and linguistic bias (Bender et al., 2021). This creates important concerns for literature education, particularly when texts originate from cultures, historical periods, or linguistic communities that may be unevenly represented in training data. Future research should investigate how GenAI interprets postcolonial literature, African literature, Arab literature in English translation, women's writing, minority literatures, and other culturally situated texts. Comparative research could examine whether AI-generated interpretations privilege particular literary traditions or overlook culturally specific meanings.

### **12.7 Insufficient Attention to Teachers' Experiences and Professional Development**

The changing role of the teacher is widely discussed conceptually, but empirical research on literature teachers' experiences with GenAI remains limited. Teachers may have different levels of technological competence, confidence, and willingness to integrate AI into literature instruction. They may also face uncertainty concerning academic integrity, assessment, authorship, and institutional policies. Future studies should investigate teachers' perceptions, concerns, competencies, and professional development needs. Research could examine what types of AI training literature teachers require and which pedagogical strategies they consider most effective (Zawacki-Richter et al., 2019). Future teacher-development programs should therefore combine technological knowledge with literary pedagogy, critical AI literacy, ethics, and assessment design.

### **12.8 Future Directions: Toward a Human–AI Literary Pedagogy**

A promising direction is the development of pedagogical models in which students first engage independently with a literary text, subsequently use AI to generate alternative perspectives, and finally critically evaluate and revise their own interpretations. It would also preserve the central educational objectives of literature: close reading, critical thinking, cultural understanding, creativity, and personal response (Rosenblatt, 1978). Future research should therefore examine not only what AI can generate, but what students can learn through critically engaging with what AI generates. This distinction is fundamental to the future of English literature education. The most

valuable research will be research that evaluates whether AI contributes to deeper reading, stronger interpretation, greater creativity, and more independent judgment rather than simply producing faster or more polished texts.

### 13. Conclusion

The emergence of generative artificial intelligence has introduced a significant transformation in the theory and practice of English literature education. As AI technologies become increasingly capable of generating summaries, interpretations, explanations, creative texts, and feedback, they are changing how students encounter literary works and how teachers design and facilitate learning. However, the integration of AI into literature education should not be understood simply as the replacement of traditional teaching practices with technological alternatives. Rather, it represents an opportunity to reconsider the purposes, processes, and responsibilities of literary education in an increasingly digital learning environment.

Generative AI offers considerable opportunities for enriching English literature education. It can provide students with alternative interpretations, facilitate comparative analysis, support creative experimentation, increase access to learning resources, and encourage interaction with literary texts. When used appropriately, AI can also support differentiated learning by responding to students' varying linguistic and academic needs. These possibilities can make literature more accessible and engaging, particularly for learners who experience difficulties with complex literary language or unfamiliar cultural contexts. Nevertheless, the educational value of AI depends largely on how it is integrated into the learning process rather than on its technological capabilities alone. At the same time, the use of generative AI creates substantial challenges. Excessive dependence on AI-generated summaries and interpretations may reduce students' engagement in close reading and weaken their ability to construct independent meanings from literary texts. The possibility of inaccurate, biased, or fabricated information also requires students to approach AI-generated content critically rather than treating it as an unquestionable source of knowledge. Furthermore, issues of academic integrity, authorship, originality, privacy, unequal access, and responsible use complicate the adoption of AI in literature classrooms. These challenges demonstrate that technological innovation must be accompanied by appropriate pedagogical and ethical safeguards. The changing role of the English literature teacher is therefore central to the successful integration of AI. Teachers are increasingly required to function not merely as transmitters of literary knowledge but as facilitators of interpretation, critical mediators of AI-generated information, designers of meaningful learning activities, promoters of creativity, and guides for ethical technology use (Mrghem & Klella, 2026). Their professional expertise remains essential because literary education involves ambiguity, cultural interpretation, emotional response, critical judgment, and human experience dimensions that cannot be reduced to automated text generation. The future of English literature education should consequently be based on a balanced relationship between human intelligence and artificial intelligence. AI should be used to extend students' opportunities for inquiry and experimentation while preserving their responsibility for reading, interpreting, evaluating, and creating. Rather than asking whether AI should be accepted or rejected entirely, educators should focus on establishing conditions under which it can contribute meaningfully to literary learning without replacing the intellectual and creative processes that literature seeks to develop.

The value of English literature education lies not in producing texts more quickly or obtaining interpretations more conveniently, but in developing readers and thinkers who can engage deeply with language, culture, ideas, and human experience. Generative AI can become a valuable educational partner when it is placed within a human-centered pedagogical framework that

prioritizes critical thinking, close reading, creativity, ethical responsibility, and learner autonomy. The challenge for contemporary educators is therefore not simply to incorporate AI into literature teaching, but to use it thoughtfully in ways that preserve and strengthen the uniquely human dimensions of literary learning. In this sense, the future of English literature education is not human versus AI, but human intelligence enhanced through responsible engagement with AI.

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