



Between Innovation and Tradition: The Impact of AI on Literature Education

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Abstract- The integration of AI is a central consideration in English-medium instruction. This research investigates the improvement of integrating AI in the literary study field. The study utilizes a qualitative research method that examines 30 postgraduate students and reflects on their experiences using AI tools in learning literature. The data of this study was gathered through interviews with 30 students who specialized in English literature, and the aim was to investigate the influence of using AI on their understanding of literature. The results of this study indicate that AI helps improve students' analysis of literary texts and presents innovative strategies to engage with them, and that allows students to maintain genuine literary interpretation. Notwithstanding, the study brings to light ethical concerns like academic integrity and the challenge of extensively relying on AI interpretation. The study concludes that AI can be a valuable resource for active interaction with literature while keeping a critical awareness of its challenging implementation..

Keywords: AI interpretation; AI in teaching literature; AI in education; AI ethics; student critical interpretation.

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1. INTRODUCTION

One of the most innovative technological developments in the rapid advancement of technology is AI (AI). Research indicates that AI has become indispensable in the education scale (Ismail, 2025). It reshapes different aspects of education, including disciplines of literary studies. AI tools provide a profound contribution and radical transformation in literary and educational processes that substantially drive the creativity and interpretation of literature to a distinct change (Abdulrahman, 2024). Recent work completed by Biagini (2025) believes that literature education under AI application has gained significant momentum. AI has expanded the opportunities of automated evaluation and learner-canter approach. In an innovative digital period of creative literary analysis, the fundamental assumption of blending AI in making literary creativity is challenging. It presents a transformative shift in how literature has been viewed and evaluated, which indicates a significant progression in the field of literature.

According to Jebaselvi et al. (2024), modern AI platforms enhance and improve the analysis and provide personalized learning that meets students. Jebaselvi et al. added, "AI (AI) has completely changed the literary landscape by introducing sophisticated machine learning algorithms and natural language processing techniques. These algorithms have changed the creation of new works and their interpretation and distribution" (p. 53). The rapid advancement of natural language processing, machine learning, and adaptive learning systems has created unprecedented opportunities for personalizing literature education while simultaneously generating concerns about preserving human-centered literary discourse (Supriyono et al., 2024). Moreover, AI technologies, such as AI-powered close reading tools, which identify patterns across huge corpora to intelligent tutoring platforms and systems that can easily adapt to individual learning styles, are more than supplementing traditional teaching methods; they fundamentally transform the landscape of literature education (Kabudi et al., 2021). Despite its potential, AI integration in literature education raises ethical concerns (Ismail & Alosi, 2025). Scholars argue that AI improves engagement; however, it cannot the human qualities of interpretation and critical thinking, which are crucial in literary studies. Once confined to the pages of science fiction, AI is now stepping cautiously into the author's domain, blurring the lines between human and machine-generated narratives. This burgeoning relationship raises intriguing questions about the future of storytelling and its impact on both writers and readers" (Selvi & Ramya, 2024, p. 347).

Therefore, AI-powered tools, such as natural language processing systems, can offer insights into textual themes, stylistic characteristics, and character development, but they fail to understand the deep emotional and cultural that literature embodies (Zhao, 2024). Based on the short preview above, integrating AI in literature education has advantages and disadvantages that should be closely investigated. It provides practical strategies for students to develop their creative literary analysis and personalized learning, yet some concerns are raised about avoiding balancing technological advancement and conventional humanistic approaches. Based on the foregoing, this paper investigates the impact and transformation of integrating AI in literature education.

Thus, this study aims to answer the following main questions:

- 1- How can AI be integrated into improving literature education?

- 2- How can students effectively integrate AI into learning literature without over-relying and maintaining a genuine sense of literary analysis?
- 3- What is the impact of integrating AI in learning literature?

2. LITERATURE REVIEW

2.1 *AI's Impact on Education and Learning*

Many challenges have been resolved by using AI, significantly impacting personal and educational levels. Mohebbi (2024) investigates how AI can boost autonomy and self-discipline among students. The article examines available research on AI usage in language education, shedding light on various applications in AI like chat, generated educational feedback, and presumptive environment. The results indicate that AI tools reinforce fundamental language proficiency considerably and help students become more self-sufficient. Furthermore, the benefit and efficiency of using AI tools by learners depend on their motivation, literacy, and digital level, and this indicates that not all students may have the same level of benefit from using AI language learning tools. Similarly, Grájeda et al. (2023) examine the perception of students using AI tools in their higher education knowledge. The authors constituted a Synthetic Index of the Use of AI Tools (SIUAIT) to assess and measure the effectiveness of using AI tools among learners. They conducted the study at a private university in Latin America and collected data based on the interaction of students with AI tools and their sentimental feedback. The study's findings demonstrate that the overall perception of the student's usage of AI is positive, observing benefits like boosting learning efficiency.

However, researchers have found many challenges, notably the privacy of data and the excessive and over-reliance on AI tools in analyzing data. Most early studies and current work focus on using AI tools in education. For example, Akgun and Greenhow (2022) analyze the incorporation of AI in both primary and secondary education. They analyze various AI functions, like personalized learning platforms, to foster students' education, emphasizing their capability to improve their learning and teaching. Nevertheless, the researchers determine substantial ethical worries, such as reducing human engagement in learning action; to tackle these issues, they suggest using pedagogical resources from facilities like Massachusetts Institute of Technology's (MIT) Media Lab and Code.org in order to help students deal with AI involvements.

2.2 *Literary Devices and Language Development*

Early work built the basic development of literary devices in literature. Thompson (1973) analyzes how literary devices improve students' fluency and reading experiences. Thompson asserts that though literary devices are significant for profound comprehension, teaching them should be incorporated into the reading process instead of teaching them in isolation. Thompson criticizes the traditional approach, favoring only repetition and memorization of the terms, indicating that teachers should motivate students to find literary devices while reading the text naturally. Thompson highlights the significance of the context, arguing that students are involved with literature through rich discussions and analyses that show the way literary devices deliver meanings and stir up responses. Thompson thinks that this method allows learners to build a profound appreciation for literature and improve their skills in analyzing and synthesizing any literary text. In a study conducted by Lengyel (1975), Lengyel investigates how literature represents a magnificent

space for acquiring language, not solely regarding grammar and vocabulary, but more likely for establishing a solid basis in terms of the ability of critical thinking and analysis. Lengyel asserts that literary text provides an immense linguistic context, giving the students a chance to expose themselves to the structure of complex sentences, metaphorical language, and more cultural contexts in different methods than the traditional ways do. To get deeper into the nuances in the text, Hossain (2024) concluded that students must learn literary devices such as irony, metaphor, and symbolism; they significantly enhance their ability to analyze more critically. Eventually, Hossain asserts the indispensable role of literature in foreign language education and as a constituent of the language. Literature becomes a magnificent means of enhancing both linguistic skills and expanding the intellectual capacity of the learners.

2.3 Teacher-Student Dynamics and Engagement

A study conducted by Cents-Boonstra (2021) examines the role and attitude of teachers in the classroom and how it impacts students' perspectives on the learning process and engagement in the classroom. The scholar analyzes the samples on teachers' motivating and demotivating behaviours and their relationship with students' engagement status in the classroom. The findings indicate that while teachers reveal and deal with students through motivational behaviours, such as giving students positive feedback and supporting them in their activities, students are more likely to get the chance to engage more in the classroom. On the contrary, neglecting the needs of the students or controlling their language are demotivational activities that are connected with a depleted engagement in the classroom environment. The teacher's motivational behaviours are the main factor that enhances the role of the students in constructing a profound trust in themselves and boosting their engagement in the classroom. Li and Xue (2023) examine the approaches students usually follow in the classroom and how these approaches could affect their learning process. The researchers collect data from many studies, including 93,188 participants and 148 certain impacts. The scholars' main aim is to identify the key factors that influence students' activities in higher education environments; the analysis shows 14 considerable aspects that highly affect the performance of the students in the learning process, especially elements that have specific impacts, such as learning scores, colleagues backup to each other, and family support we well. The study demonstrates the crucial role of students' involvement in reaching success in education and points out the significant and enduring impact that shaping factors could have on academic efficiency and learning conclusions.

Research on student engagement has a long tradition in the academic field; for example, Mebert et al. (2020) indicate effective strategies to enhance students' engagement through integrating collective genuine problem solutions into the schoolwork. Throughout the Flint water crisis, they created a project where students from four colleges in Flint, Michigan, implemented their classroom experiences to deal with this urgent local issue. Students from different disciplines and institutions get into the methodology, which leads to a profound engagement with their colleagues and the subject matter. The collected data indicate that students' engagement significantly increases through this approach.

3. METHODOLOGY

3.1 Research Desgin

This qualitative study analyzes how AI tools are becoming part of literature education and their effect on teaching and learning in the classroom. Previous work completed by Abuhamda et al. (2021, p.71) stated, "Quantitative and qualitative methods are the engine behind evidence-based outcomes." Understanding and concentrating on teachers' and students' experiences, perceptions, and perspectives when using AI tools enhances the opportunity to use them correctly. This approach leads to understanding these tools' contribution to the classroom. This method corresponds with the primary goal of this study, which is to analyze the challenges between technology and teaching traditions in teaching literature. The qualitative approach comprehensively explores how AI tools significantly shape new teaching and learning styles, unveiling distinctions and insights that could be ignored in exclusively qualitative studies. This method would facilitate adaptations in teaching methods and give a deep understanding of AI tools in learning and teaching. Moreover, the qualitative approach adapts an interpretive method for data analysis and collection, taking into account academic transparency while obtaining information from participants, which is a purely subjective process. This methodology allows for determining running themes and perceptions in their responses, giving a profound comprehension of the opportunities and challenges of adapting AI in literature education (Landøy et al., 2020).

3.2 Participants

The sample of this study is 30 postgraduate students divided into (18) male and (12) female (See Table 1). All selected participants are from the English department at the English and Foreign Languages University. The participants pursued their high studies in English literature and had an equal and independent chance of being selected for the sample. The educational level of the participants is 11 doctoral students and 19 master's students, selected based on their experiences in traditional literary analysis and using AI tools to improve their literary study. The participant's backgrounds in literary studies made it an ideal sample, as it turned out that all the participants knew about AI's impact on literature education. All participants are actively enrolled in their programs and intensely engaged with literary analysis and interpretation in their coursework and research. The following table shows that all participants were from the English department, actively enrolled in their respective programs, and engaged with literary analysis and interpretation in their coursework and research.

Table 1: Study Participant Demographics

Characteristic	Category	Number	Percentage
Gender	Male	18	60%
	Female	12	40%
Total		30	100%

Characteristic	Category	Number	Percentage
Education Level	Doctoral Students	11	36.7%
	Master's Students	19	63.3%
Total		30	100%
Background	English Literature	30	100%
Institution	English and Foreign Languages University	30	100%
Experience	Traditional Literary Analysis	30	100%
	AI Tools for Literary Study	30	100%
Enrollment Status	Active	30	100%

3.3 Data Collection

The primary data for data collection is conducted through a semi-structured interview method. The scholars depend on the leading guide of the interview through open-ended questions; they can examine the students' experiences with AI tools in literary analysis and education. To check the relevancy of the questions and match them with the research primer goals. The questions were modified by specialists and checked in a pilot survey before conducting the interviews.

The interview protocol's validity has been checked to ensure accuracy and credibility by consulting with three experts in the qualitative research approach and literature education. Although they were excluded from the final study, the researchers conducted pilot interviews with five postgraduate students who fulfilled the participant criteria and efficacy standards in order to offer high effectiveness. The questions are made more straightforward due to these students' input. This approach was recommended previously (Baugerud & Johnson, 2017) and proved effective.

Each interview lasts between 45 and 60 minutes and is conducted in a personal setting at the college. The interviews were recorded with the student's permission and then transcribed for evaluation. The semi-dependent format enables the researcher to be regular throughout all interviews while keeping the flexibility to adapt and deal with emerging issues participants face.

3.4 Data Analysis

The study employs thematic analysis constructed through a comprehensive two-stage validation process. The researcher analyzed the interview transcripts through systemic coding to identify the initial themes. Once the initial themes were generated, the researcher availed ChatGPT as a supplementary analytical tool, introducing the interview responses

for comparative analysis. This method enabled cross-validation of the manually identified themes with ChatGPT thematic interpretation.

The comparative analysis between the researchers' manual coding and ChatGPT's analysis offered enhanced insights and contributed to refining the thematic framework recommended by Naeem et al. (2023). The study's findings gained reliability by integrating diverse perspectives in the data and employing both analytical methods. The final themes were derived from a meticulous synthesis of both analytical processes, merging human interpretive insights with AI-assisted pattern recognition.

The researcher developed a strong and comprehensive thematic framework by seamlessly integrating this methodology based on what previous work recommended in similar studies (Naem, 2023). The framework captures the core patterns and insights from the interview while maintaining rigorous analytical standards. The themes vividly represent the participants' experiences and perspectives on integrating AI in literature education. The following table (Table 2) explains the paper's thematic analysis methodology. This two-stage validation process combines traditional qualitative research methods with innovative AI applications.

Table 2: Thematic analysis methodology

Analysis Stage	Process	Purpose	Outcome
Stage 1: Manual Analysis	Systematic coding of interview transcripts	Identify initial patterns and themes	Preliminary thematic framework
Stage 2: AI-Assisted Analysis	Introduction of interview responses to ChatGPT	Gain an alternative analytical perspective	AI-generated thematic interpretation
Comparative Analysis	Cross-validation between manual coding and ChatGPT analysis	Enhance reliability through methodological triangulation	Identification of consistencies and divergences
Theme Refinement	Synthesis of human and AI analytical insights	Strengthen thematic framework	Refined themes with increased validity
Final Integration	Merging human interpretive insights with AI-assisted pattern recognition	Establish a comprehensive thematic structure	Final thematic framework representing participants' experiences

3.5 Ethical Considerations

The study followed up with accurate, ethical instructions to prevent technical problems and protect all participants' rights and privacy. Permission was obtained from each student by the researcher before conducting the interviews to sustain confidence; nicknames were used in all the research records in the final documentation instead of the original names. The accumulated data, interviews, and transcripts were carefully stored with a strong password and used only for research objectives. Additionally, students have the right to withdraw anytime they want without ramifications, and they have the chance to review the conversations to seek accuracy.

4. RESULTS AND DISCUSSION

After completing the thematic analysis of interviews with 30 postgraduate students, the researchers identified four themes of using AI in literature education. This section includes and elaborates on each theme in detail and discusses the effects of teaching methods.

4.1 AI-Enhanced Textual Analysis and Interpretative Practices

The meticulous evaluation suggests that students, as a first step, employ AI equipment sufficiently while encountering challenging literary textual content to comprehend. Contributors indicated that AI evaluation substantially enhances their skills in figuring out and handling literary styles and devices. One PhD student provided this experience: "Implementing AI gear enables the identity of problematic styles inside texts, offering a foundation for subsequent in-depth analysis. However, verifying and interpreting these styles always stays within the domain of human scholarly engagement."

Other participants emphasized the complementary nature of AI tools in their analytical practice. A master's student noted: "In my analysis of modernist literature, AI assistance in pattern recognition facilitated a more comprehensive understanding of recurring motifs, though the interpretative process remained fundamentally human-centered." These results, coupled with Jebaselvi et al.'s (2024) research on the converted turn of AI tools in literary analysis, concurrently back up Selvi and Ramya's (2024) insights into the changing dynamics between computational and human analysis methods.

4.2 Preservation of Human Interpretative Authority

The results indicate that organized techniques are enhanced with the students' help, which supports students' autonomous interpretation of AI tools. Participants developed methods to use AI support without sacrificing critical thinking abilities. Generally speaking, these tactics were used systematically. First, read the text, use AI-assisted analytical support and critical thinking, synthesize the results or perceptions, and expand your unique perception of the literary text.

An MA student describes: "AI tools play an important position in supporting and facilitating paragraph evaluation rather than changing or fully reading it. At the same time, while ensuring that the system of essential questioning remains in the middle of literary evaluation, era and AI are used as mediators to assist and to make literary evaluation less difficult. This method aligned with Mohebbi's (2024) results concerning the preservation of students' autonomy amid technology-enhanced educational environments.

4.3 Personalization of Literary Engagement Through AI Integration

The analysis shows developed AI tools and apps for personalized literary analysis. Students show their ability to adapt their analytical approaches by strategically using AI. The collected data demonstrated many key areas for customization. The first one is the systematic exploration of specific literary themes. Then comes the development of individualized analytical frameworks. Finally, the enhancement of comparative literary analysis

One scholar added, "The aggregate of AI helps the advancement of customized analytical methods, taking into consideration an in-depth examination of specific literary elements whilst upholding educational rigour. The findings returned to Grájeda et al.'s (2023) paragraph on the high-quality effect of AI overall performance in higher education, mainly in strengthening individualized getting-to-know methods.

4.4 Ethical Responsibilities and Critical Understanding in AI Integration

Theme four shows the students' awareness and perceptions of the advanced understanding of ethical concerns of I usage. Participants demonstrated well-crafted structures for ethical AI incorporation in their academia. Their methods mirrored thorough analysis of the maintenance of academic integrity, appropriate attribution of AI-assisted analysis, and balance between technological assistance and scholarly independence. A doctoral candidate noted: "The performance of AI tools necessitates careful consideration of ethical implications, particularly regarding the maintenance of scholarly authenticity and appropriate attribution of analytical processes."

This realization matches Akgun and Greenhow's (2021) research on ethical issues in educational AI implementation, extending their findings to the precise context of superior literary research. Cents-Boonstra et al.'s (2021) research has the same results as these findings on the upholding of students in technology-enhanced learning environments, with significant expansion in specific terms of advanced literary studies. The results show that AI integration maximum effectively helps literature training. It can enhance analysis as a crucial tool, encourage individualized efforts in academic exploration, adhere to ethical guidance, and support critical thinking and analysis.

5. IMPLICATIONS OF THE STUDY

A meticulous examination of these themes illustrates the efficient incorporation of AI in literature education. Necessitates a cautiously balanced technique that preserves scholarly integrity while maximizing technological advantages. The findings indicate that successful AI implementation depends on:

- 1- Keep a safe distance between AI analysis, demonstrations, and human interpretations.
- 2- Establishing structured methods for AI incorporation
- 3- Build solid ethical frameworks
- 4- Maintaining independent examining and analytical skills

These findings offer a foundation for developing comprehensive frameworks for AI integration in literature schooling while preserving the crucial elements of scholarly literary evaluation and interpretation.

6. CONCLUSION

This paper discusses integrating AI in literature education by examining postgraduate students' experiences. The study's findings largely contribute to answering how AI tools effectively help students interpret and critically analyze literature while preserving the human sense of interpretation. The research questions guiding the study are addressed through four primary themes. The findings show that students developed strategies to preserve their unique analytical interpretation while relying on AI assistance. Therefore, these strategies prove the importance of human autonomy in literary analysis, with AI functioning as a supporting tool rather than a substitute for critical analysis. Additionally, the study reveals that AI integration enhances textual analysis and strengthens students' engagement with literary texts. Further, students meaningfully use AI tools to engage with the text to analyze the themes and recognize the literary patterns while maintaining their roles as the foremost analyst of literary meaning. The results also show that students obtained skillful ways of studying literature through the integration of AI. Students personalized their approach to systematically engaging with literary themes, making their distinct methods in reading and analyzing literature that helped them improve their comparative analysis of different literary works.

The paper calls for a balance between students' integration of AI and the ethical implementations of this integration, and it is revealed that students identified and developed frameworks that emphasize academic integrity, preserve scholarly independence, and enable them to integrate AI into their studies while carefully considering the pursuit of ethical scholarly practice. This paper contributes significantly to the significance of integrating AI in literature education as it recognizes its ability to boost literary analysis while stressing the substantial meaning of preserving genuine human and critical interpretation in literature and humanities. Based on the advancement of AI, it is essential to maintain a serious balance to preserve the value and academic integrity of the field of study while integrating AI and any other advanced technological tools. As a result, the findings of this study conclude that integrating AI in literature education is booming and requires serious preservation of genuine human sense that maintains a thoughtful implementation availing the capabilities of advanced technological tools in the learning and analytical process. This balanced framework ensures that literature education continues building critical thinking and boosting interpretation skills with the assistance of AI.

7. LIMITATIONS

Although the study provides interesting views on how to integrate AI into literature education, some limitations should be highlighted. First, the study represents the postgraduate level from one institution, which might not reflect on the experiences of other educational levels like BA, MPhil, EdD, or other institutional contexts. Second, the rapid development of AI technology means that some findings might become outdated as new AI tools emerge. While the study sample, 30 postgraduate participants, is adequate for qualitative analysis, it might serve a large scale of students' experiences with AI in literature

education. Finally, the study focuses on English literature students, so it does not consider students in other specializations.

8. RECOMMENDATIONS

- 1- Establishing and developing a concise system for integrating AI in literature education.
- 2- Creating specific training that prepares teachers to incorporate AI as teaching methods.
- 3- Systematic monitoring and updating of AI technical methods in learning literature.
- 4- Studying the impacts of AI integration on students' abilities in analyzing literature over the long term.
- 5- Establishing assessment methods for AI integration.

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10. CONFLICT OF INTEREST

The authors declare that this research is conducted without external funding or commercial or financial support, which might be seen as a potential conflict of interest. The students who voluntarily participated in the research were informed that their participation would receive no compensation. The authors' academic positions at The English and Foreign Languages University did not influence the gathering, analysis, or interpretation of the data. The authors have no affiliations or involvement with internal or external organizations, nor have financial or non-financial interests in this research.

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