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| RESEARCH ARTICLE

Literary Analysis in the Age of AI: Impacts, Challenges, and Best Practices

Dr. Abdulrahman Mokbel Mahyoub Hezam

Department of Languages and Translation, Taibah University, Saudi Arabia

Corresponding Author: Dr. Abdulrahman Mokbel Mahyoub Hezam, **E-mail**: arahmanhezam@gmail.com

ORCID ID: https://orcid.org/0000-0001-9624-906X

| ABSTRACT

This paper explores the use of AI tools in analyzing and teaching literature by EFL teachers, students, researchers, and curriculum designers. Within the context of the TPACK framework alongside the Constructivist Learning Theory, this research investigates the applications, perceived benefits, and challenges surrounding the use of AI technologies in literature classes. Eighty-one participants filled out a quantitative online survey aimed at documenting their application of AI to the processes of literary interpretation, critical thinking, and participation. The investigation focused on the pedagogical use of AI and the literature's ethical implications. The results indicate that AI tools are predominantly used for essays and literary critiques at different sophistication levels, and in other related activities, including personalized AI-based assessments. Participants acknowledged AI's application for critical thinking, analysis, and student engagement, which signals the TPACK integration's effectiveness. The use of TPACK in literary instruction has enhanced critical thinking among students, who now demonstrate considerably higher engagement with the contents of the class. There has been a fair share of challenges, however, in this approach. These include concerns about AI-generated bias in literary analyses, a possible loss of human interaction resulting from an overreliance on AI generated responses, and the need for continuous professional development to adapt to this ever-changing educational landscape, as a result. Furthermore, several concerns about data privacy and academic integrity remain, as AI continues to encroach into academia and education, triggering ethical questions. The findings of this study point towards the necessity of an integration which must, however, be balanced, so that the possibility of AI tools threatening or replacing human expertise is minimised. This would ensure that such integration instead complements human expertise, adding interpretative depth to literature education, among other things. This study throws light on the need for responsible use of AI tools in education, something which can only be possible with regular teacher training (to keep teachers abreast with new developments in AI), strict ethical rules that limit the extent to which said tools can be used, and periodic evaluation of those tools, to make sure that academic integrity remains intact.

| KEYWORDS

Artificial Intelligence, Constructivist Learning, Critical Thinking, Ethics in Education, Literary Analysis, TPACK

| ARTICLE INFORMATION

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1. Introduction

AI, albeit a pariah in academic circles, looked at with a certain degree of disapproval and distrust, is rapidly altering pedagogical practices, reflected in the way Literature is taught and understood. Reading and analysis of literary texts have been enhanced, some would opine, through the integration of AI chat models such as ChatGPT, DeepSeek, and others, enabling an interactive, personalised, and engaging learning experience in classrooms. According to Hezam & Alkhateeb (2024) and Liu & Wang (2024), these technological aids have helped streamline content delivery tailored to the needs of the class, that have, in turn, helped provide instant feedback - opening adaptive learning pathways that have consequently helped redefine how literary texts are analysed, interpreted, and appreciated by students.

Fahira et al. (2024) and Somonte (2024) remark that artificial intelligence (AI) not just automates tasks (consequently saving time that could be used for other classroom activities), but it also fosters critical thinking in students as they attempt analyses of literary texts. This helps to strengthen and then evaluate comprehension skills that may support literary interpretation in class discussions through essay writing, etc.

However, the growing dependence on AI tools also raises significant concerns that must not be ignored, including overdependence, questions about the accuracy and authenticity of AI-generated content, and the potential erosion of creative and critical interpretive skills that are central to literary education (REBAA, 2024; Kasih et al., 2024). Therefore, ethical considerations, teacher preparedness, and the need for a balanced integration of AI and human expertise remain pressing issues.

The following research questions have informed this paper about the complex implications of AI implementation for literature education, through a review of existing research to bring together various approaches that have thus far been attempted to explore human-AI integration:

1. What are the pros and cons of utilizing AI tools to teach literature?

2. What are the effects of AI tools on students' critical thinking, engagement and range of literary content in literature classes?

3. What are the most significant ethical, social and pedagogical 'problems' with AI use in literature education (issues like bias or academic integrity)?

4. What are the best practices or strategies that instructors can suggest to these reviewers to incorporate AI tools productively and ethically into literary education without sacrificing humanistic and imaginative (read critical) values?

2. Literature Review

The use of artificial intelligence (AI) tools in literary education has drawn attention in recent years, with numerous studies hinting at its potential benefits. Scholars have documented evidence that AI can tailor learning experiences, increase student engagement, and deepen understanding of literary techniques and devices (Hezam & Alkhateeb, 2024). While AI has impacted pedagogical practices and student engagement, lingering questions still exist as to its impact on human creativity (Kasih et al., 2024).

AI can positively and actively help tailor unique educational experiences for individual learners. AI tools can potentially (and simultaneously) change literary texts, provide feedback and assessment based on the reader's reading level (based on rubrics fed into the program), analyse comprehension patterns and reading preferences, and give the teacher a holistic idea of where the student stands academically. Adaptive platforms used in Saudi universities have allowed teachers to respond to short stories according to literacy levels, thereby increasing student engagement and understanding (Hezam & Alkhateeb, 2024). This tailoring is particularly advantageous in heterogeneous courses, where students progress at varying rates (Butarbutar, 2024; Kasih et al., 2024). Interactive AI applications, including real-time quizzes, debates, and collaborative projects, have been shown to markedly improve engagement. Liu and Wang (2024) contend that AI-assisted activities in EFL literature classes significantly improved critical thinking skills compared to traditional methods. Similarly, Somonte (2024) underscores AI's role in augmenting creativity in Hispanic literature courses through exercises that encourage the re-evaluation of classical texts.

AI tools are widely employed in English institutions, mostly for tasks such as essay writing and grammar correction. Fahira et al. (2024) highlight the boost in confidence and writing skills students experience, resulting from AI-generated feedback regarding structure and grammar (on essays, for example). Liu and Wang (2024) demonstrate in their intervention study that AI-supported debate and text-based analysis themes resulted in statistical improvements in EFL students' critical thinking skills in the context of Literature courses. This corroborates the support AI can offer in enhancing a student's educational experience. Besides developing critical thinking skills, these AI-based tools offer and foster metacognition by providing speedy feedback and enable student-progress monitoring (Maphalala & Ajani, 2025; Cai et al., 2024). AI-enabled tools, such as Quillbot and Microsoft Copilot, assist students in knowledge synthesis, clarification and structuring of ideas, and improvement of their presentation and proliferation feedback. They also assist students in learning vocabulary, translating, and listening, thereby closing gaps for non-native speakers (REBAA, 2024; Butarbutar, 2024). They also enhance student engagement in literature classes with tailored educational experiences, engage and develop critical thinking, and develop literary topic understanding. Research indicates that AI solutions, including intelligent tutoring systems and AI-enabled educational platforms, improve interactive learning with processes such as automatic assessment and content analysis.

This potentially leads to increased motivation and cognitive development in students (Kasih et al., 2024; Elbadiansyah et al., 2024). Liu and Wang (2024) discovered that students employing AI tools had statistically significant improvements in critical thinking skills compared to those who did not, highlighting the effectiveness of AI in promoting deeper interaction with texts.

Moreover, literature educators have noted that AI can enhance students' understanding of literary techniques; nonetheless, concerns about the quality of AI-generated material and its potential to diminish human creativity remain (Hezam & Alkhateeb, 2024; Fahira et al., 2024).

Hence, although AI tools may offer opportunities that could enhance the experience of learning, the implementation of such tools needs to be carefully done, through regular evaluation of said tools. This is so that they can be rendered useful in literary education. This integration is also conditional upon the effective alignment of AI tools with human-centred (tried and tested) methods.

In regard to time saved with the AI autonomy with grammar assessments and paperwork, the time can be spent on discussions about literature interpretations to help sharpen students' critical thinking skills, which is essential in a literature education (Somonte, 2024; Fahira et al., 2024). Completion of this task is contingent on the disposition of the instructor and the extent of support within the scholarly, vocational, and systemic frameworks and support extended to the instructor, which determines the outcome (Kasih et al., 2024; Msambwa et al., 2025). AI use in education, especially in literature, poses a challenge despite its advantages.

One of the main issues is the danger of Artificial Intelligence stifling personalized thinking and reasoning. REBAA (2024) and Kasih et al (2024) affirm that in this age of Artificial Intelligence, learning gets diminished because students opt for AI answers instead of education through intensive reading of a text. Reliance on AI to complete essays lulls students into a lack of imaginative and insightful thinking (Fahira et al., 2024).

Educators, however, have pointed fingers at the ability of AI to comprehend context and culture the way a human being would. Automated interpretations of symbolism, allegory or other rhetorical devices have often been seen to lead to oversimplification, resulting in the need for human intervention. Biases and factual inaccuracies at an AI tool can pick up on can also affect academic integrity (Kasih et al., 2024; Hezam & Alkhateeb, 2024). Other concerns related to data privacy, risks concerning plagiarism (since AI can generate text), etc., remain (Butarbutar, 2024; REBAA, 2024).

3. Theoretical Framework

This research utilizes the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) along with Constructivist Learning Theory (Piaget, 1972; Vygotsky, 1978) as a lens through which to explore the influences of artificial intelligence (AI) technology on literature-education. The two theories combine to form a framework to enable the study of the pedagogical integration of AI and the cognitive participation of students in an AI-assisted learning environment.

3.1 Technological Pedagogical Content Knowledge (TPACK) Framework

Mishra and Koehler (2006) developed the TPACK framework, which outlines the effective integration of technology in education through the interactive relationship of three essential knowledge domains: technical knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). According to Chen et al. (2022) and Koehler and Mishra (2009), TPACK can be utilized across any literature-education course to examine ways educators use AI technologies like ChatGPT and other generative tools to invigorate and engage individual and communal learning processes related to literature (Hew et al., 2019). In selecting this framework, TPACK provides us with the opportunity to research teachers' readiness, their views toward AI, and their methods of employing AI in their literature classrooms. Furthermore, TPACK contributes to the knowledge of what factors mediate implementation, particularly in relation to ethical considerations in pedagogical design and the ability of teachers to meaningfully engage in AI-supported literary inquiry (Hew et al., 2019). The study utilizes the TPACK model to study teachers' alignment with technology tools and curriculum goals in literature education; the intent being that AI would be more of a support to learner potential for critical interpretative inquiry in the literature classroom, not an adversary.

3.2 Constructivist Learning Theory

Piaget (1972) and Vygotsky (1978) theorize that knowledge is constructed and built by learners through the acts of experiencing something, reflecting on it, and interacting within their society. The current theory supports the capability of AI tools as cognitive partners in the pedagogy and AI-L(S) literacies pedagogy engagement, critique, and creativity (Wang et al, 2018). AI tools in literature classes, including personalised analyses of literary works, chatbots, and co-authoring, align with constructivist theory. The self-directing learning students exhibit is inquiry, interpretive, and creative thinking. This is constructive in that it promotes learners taking charge of their own learning, aligning with the humanistic ideals of education (Wang et al., 2018). While constructivism underscores the dangers of over-reliance on AI, it highlights the necessity of the "human" element, which is reflexive, evaluative, and inventive "in essence" (Tondeur et al, 2017).

3.3 Integrative Approach

The TPACK framework and Constructivist Learning Theory provide a dual-framework approach for a broad conversation on the benefits and concerns of AI use. This can sustain an inquiry that attempts to consider the dual aspects of pedagogy, as well as an important consideration for humanistic factors in literature teaching. TPACK considers pedagogical best practices and teacher readiness, while Constructivism emphasizes the learner experience and cognitive development.

3.4 Methodology: Survey Instrument

The investigators developed a structured survey using the Google Forms format to collect nuanced information regarding the effectiveness of incorporating AI into literary education. Moreover, the survey instrument was designed with consideration to readability and brevity and incorporated an intentional blend of closed-ended question types such as single-choice responses, Likert scale, and multiple-choice questions to streamline analysis.

The questionnaire structure contained two sections. The first section included four items that gathered critical demographic information, including the role of participants (as EFL researchers, educators, or curriculum developers), age, educational background, and gender. Contextual information allowed the researchers to examine the findings in a thought-provoking manner. The subsequent questions (5-20) investigated dimensions associated with the applied study theme, research study, and main research questions, with a specific focus on using AI tools in literature education, where they were effective in developing critical thinking and deepening literary interpretation and analysis, and the impact of technology on educational practice such as student engagement and educators working in partnership with augmented AI. This section also defined problems and ethical issues related to AI, including ways to acknowledge bias in AI tools, the reliance on AI, and issues related to data confidentiality. Researchers attempted, in this study, to develop a broad questionnaire to collect data that would allow them to provide a richness of detail, and depth of insight, into the complexity of AI in literature education.

4. 1 Validation and Pilot Testing

In order to ensure content validity and alignment with the research questions and objectives, the survey underwent a rigorous review by two EFL education subject matter experts. The expert review served two main functions: to eliminate leading or biased questions and to address the unclarity of terms and vague expressions that could influence responses.

To achieve an additional layer of validation, a pilot test was conducted with a small sample of five literature educators. The objectives are to ensure the survey questions make sense and to determine if, on the technical side, the Google Forms platform is functioning properly. Minor revisions were made, based on the feedback received from the pilot participants, to enhance the clarity and flow of the questionnaire.

4. 2 Distribution and Sampling

The researchers meticulously disseminated the survey instrument through targeted professional networks, encompassing academic associations as well as specialized WhatsApp cohorts populated by EFL educators, researchers and students. Furthermore, the researchers employed a snowball sampling methodology, whereby the initial respondents were actively encouraged to propagate the survey within their professional spheres. This innovative technique effectively facilitated access to a rich and heterogeneous sample, representing a diverse tapestry of age demographics (ranging from the early 20s to 30 years and beyond), educational qualifications (spanning the spectrum from bachelor's degrees to doctoral attainment), and teaching contexts (higher education institutions and curriculum design).

4.3 Ethical Considerations

Ethical considerations were carefully addressed throughout the research process. The participants were provided a clear description of the study at the beginning of the questionnaire. They were informed about all aspects of the study. They were assured of the protection of the data and their ability to discontinue their participation at any time. Their participation in the research study was voluntary. The data collected were used exclusively for research purposes. Strict measures were used to ensure the anonymity and confidentiality of all responses. The data was only accessible to the researcher, and it was safeguarded with no identifiable information or disclosure.

4.4 Limitations

Despite its strengths, the study's reliance on snowball sampling via professional networks and WhatsApp groups risks overrepresenting participants with preexisting interests in AI or favourable views of educational technology. This may limit capturing sceptical or less tech-inclined voices, narrowing the diversity of experiences. Self-reported data may also introduce risks of social desirability and recall biases, potentially compromising the accuracy of quantitative metrics.

The exclusive focus on the Saudi EFL context restricts the generalizability of the findings, as the region's distinct educational policies, institutional support, and cultural attitudes towards technology may differ markedly from non-Arabic-speaking or Western settings, thereby limiting cross-context applicability.

The gender imbalance within the participant pool (65.4% male) and the underrepresentation of mid-career professionals and curriculum designers skew the perspectives towards early-career educators and students, thereby limiting insights into the systemic challenges of AI integration, such as alignment with institutional standards or curricular redesign.

5. Data Analysis

Table 1: Demographic Summary

Category	Group	Count	Percentage
Occupation	EFL Researcher	17	21%
	EFL Teacher	25	30.9%
	EFL Curriculum Designer	5	6.2%
	EFL Student	34	42%
Age	20-25	40	49.4%
	25-30	12	14.8%
	30-over	29	35.8%
Educational Level	BA	36	44.4%
	MA	9	11.1%
	PhD	27	33.3%
	Other	9	11.1%
Gender	Female	28	34.6%
	Male	53	65.4%

Table 1 presents a detailed demographic analysis of the survey participants, all affiliated with Saudi universities as EFL researchers, teachers, curriculum designers, or students. This profile offers crucial insights into the sample's composition and its alignment with the study's focus on AI integration in literature education within Saudi Arabia's EFL context.

This participant pool is focused on both learner and educator voices. EFL students were the largest group (42%, n=34) and provided valuable insights about the perceived utility of AI among learners, whose voices in research related to pedagogical innovations is often missing. EFL teachers were the second largest group (30.9%, n=25), and provided insight on the challenges of bringing AI into the classroom from the perspective of practitioners. Researchers (21%, n=17) and curriculum developers (6.2%, n=5) represented smaller but necessary groups and indicated stakeholder representation from the theoretical and structural aspects of integrating AI. Therefore, the composition provides a layered understanding of the role of AI at different levels in the educational system.

Age distribution highlighted a predominantly young participant base with nearly half (49.4%, n=40) aged 20–25—a demographic likely representing undergraduate students and early-career educators. The substantial representation of respondents aged 30 and over (35.8%, n=29) balances this by capturing insights from experienced educators and advanced researchers. The limited participation from the 25–30 age group (14.8%, n=12) suggests a potential gap in mid-career perspectives, which may reflect workforce demographics in Saudi academia or recruitment biases.

Educational qualifications highlighted a highly educated sample. The majority of participants held a bachelor's degree with (44.4%, n=36), but doctoral candidates and graduates also had a noteworthy number (33.3%, n=27). Plus, there were some who held a master's degree (11.1%, n=9), with the total of the other qualifications also (11.1%, n=9), representing some academic engagement in the sample population. There was a predominance of males who participated (65.4%, n=53), with females being (34.6%, n=28), although this difference is not wholly unexpected with technology studies; nevertheless, this could be pertinent for inclusion for considering research-that is certainly something to think of in the future.

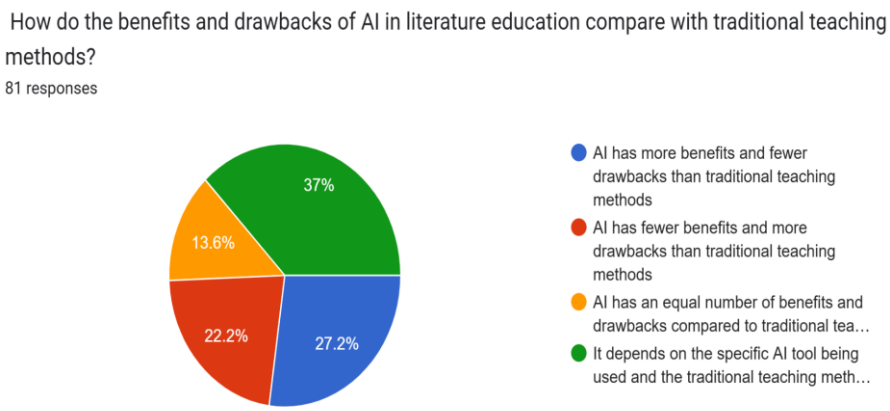
The demographics underscore the study's strengths, particularly its inclusion of both student and educator voices, while revealing limitations. The underrepresentation of mid-career professionals (25–30 age group) and curriculum designers may narrow the scope of institutional challenges identified. Similarly, the gender disparity invites caution when extrapolating findings to broader populations. Nevertheless, the sample's emphasis on highly educated participants strengthens its relevance to AI's role in tertiary EFL literature education, where advanced pedagogical and technological literacies are critical.

The survey results reveal perspectives on AI integration in literature education, analyzed through the dual lenses of the TPACK framework and Constructivist Learning Theory.

1. Perceived Benefits and Drawbacks of Integrating AI Tools into Literature Education (RQ1)

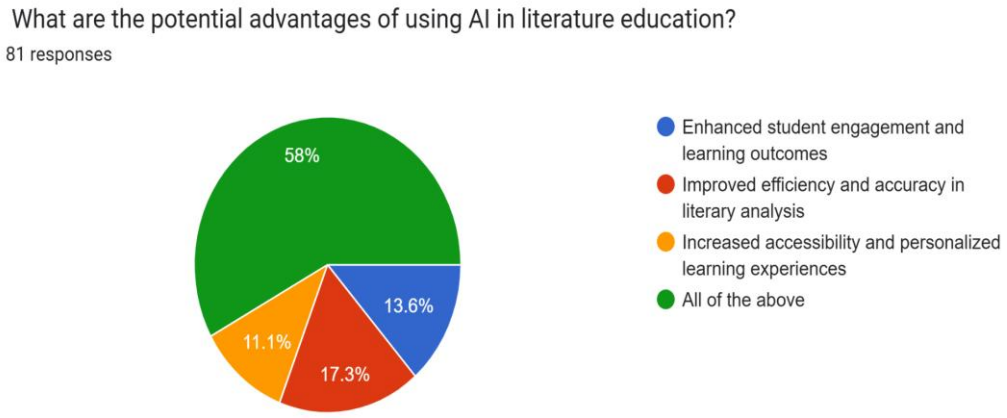
The survey results reveal complex perspectives toward the integration of AI in literature education, reflecting a balance of optimism and caution among respondents. When asked to compare AI with traditional teaching methods, a notable 37% (n=30) indicated that the comparison depends on the specific AI tool and traditional method being used. This finding aligns with the TPACK framework's emphasis on the alignment of technology with pedagogical and content goals, highlighting the importance of context and tool selection in effective AI integration.

Figure 1: The benefits and drawbacks of AI in literature education compared with traditional teaching methods



The survey data reveal a resounding appreciation for the perceived advantages of AI integration within the realm of literature education. A substantial majority of respondents, comprising 58% (n=47) of the sample, collectively selected "All of the above" when queried about the potential benefits. These multifaceted advantages encompass enhanced student engagement (13.6%, n=11), improved analytical efficiency (17.3%, n=14), and increased accessibility and personalization (11.1%, n=9). This support for AI's potential to enrich the learning environment, provide tailored feedback, and foster meaningful student involvement aligns seamlessly with the foundational principles of Constructivist Learning Theory. The researcher interprets this strong positive sentiment as a clear indication of the respondents' belief in the transformative potential of AI-powered tools and applications to revolutionize the literature education landscape.

Figure 2: The potential advantages of using AI in literature education



However, perceived drawbacks were equally salient, with 53.1% (n=43) indicating "All of the above" disadvantages. These drawbacks include the loss of human interaction (18.5%, n=15), bias in AI-generated analyses (17.3%, n=14), and the need for educators to develop new skills to effectively integrate AI (11.1%, n=9). This duality reflects Constructivist concerns about the potential erosion of reflective and interpretive skills if technological tools are not balanced with traditional, human-centred pedagogy.

The researchers' findings underscore the profound significance of the TPACK (Technological Pedagogical Content Knowledge) framework's emphasis on the delicate balance between technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). The data illuminates critical challenges, such as addressing the issues of bias in AI-generated analyses (TK gaps) and preserving the invaluable role of human interaction (PK gaps).

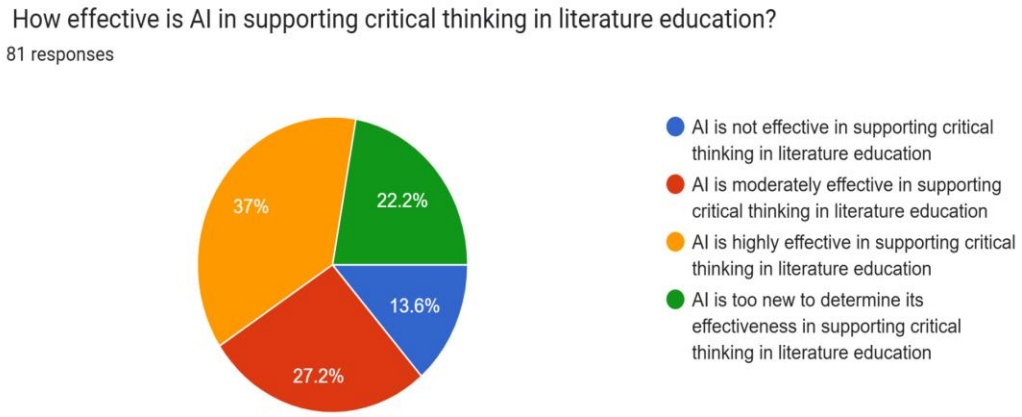
Concurrently, the researcher recognizes the inherent tension between AI's capacity to personalize the learning experience and the risks it poses to the social discourse that is central to Vygotsky's Constructivist theory. This nuanced perspective, as evidenced by the survey results, acknowledges both the potential benefits and drawbacks of AI integration within the realm of literature education.

Ultimately, the study states that the effective use of AI-supported tools and applications entails a measured approach that strategically capitalizes on what AI can do while also being mindful of its limitations. This thoughtful view aligns closely with the central tenet of the TPACK framework, regarding the balance of technology, pedagogy, and content knowledge to create meaningful, transformational learning experiences.

2. Influence of AI Tools on Critical Thinking, Engagement, and Diversity in Literature Classes (RQ2)

The survey data provides information about the perceived impact of AI tools on critical thinking, engagement, and diversity in teaching literature (RQ2). In regard to critical thinking, a relatively large 37.0% (n=30) rated AI as either highly effective or highly effective in contributing to this skill. An additional 27.2% (n=22) categorized AI as moderately effective. Only 13.6% (n=11) found AI to be unhelpful in encouraging critical thinking, while another 22.2% (n=18) did not think it was possible to say at this point, as it was just too new. These findings are generally positive and fit with the Constructivist Learning Theory concepts of AI being a cognitive partner in the learning experience and in supporting inquiry and analysis. Providing additional support for this finding is the number of participants who said that AI tools make the learning experience better because of the personal feedback (48.1%, n=39).

Figure 3: AI and critical thinking in literature education

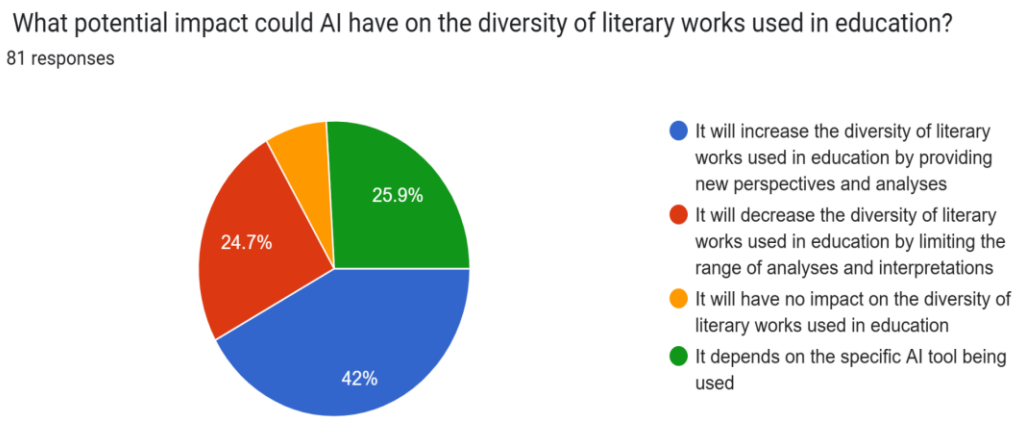


Survey results demonstrate divergent views related to the role of AI and its impact on student engagement in the field of literature education. For example, while 37% (n=30) had the view that AI will demonstrate positive engagement through the personalization of content, 25.9% (n=21) had the view that AI will demonstrate reduced engagement, as personal engagement may not take place at all. Of the respondents, 29.6% (n=24), stated that the impact on engagement at best is dependent upon the AI used, highlighting the TPACK framework's context-relevant emphasis on integrating technology in context.

Reactions to the influence of AI on the diversity aspects of literature remained equally varied. 42.0%(n=34) had a favourable view of AI's role in augmenting the diversity of literature, while 24.7%(n=20) voiced concerns regarding the adverse effects of AI due to shallow content interpretation. The differing opinions regarding the role of AI suggest that the impact of the technology in question is equally dependent on use, range of content engaged, and has reflected TPACK and Constructivist principles regarding the integration of tools and knowledge and the engagement of learners with diverse viewpoints.

The studies suggest that AI is complex to gauge in terms of its pedagogical powers, and when well thought out, can provide clarifying perspectives to the intricate challenge of technology integration in literature education, whereby a strong equilibrium of practical evidence-based practice is the literature engagement practice.

Figure 4: Impact of AI on the diversity of literary works

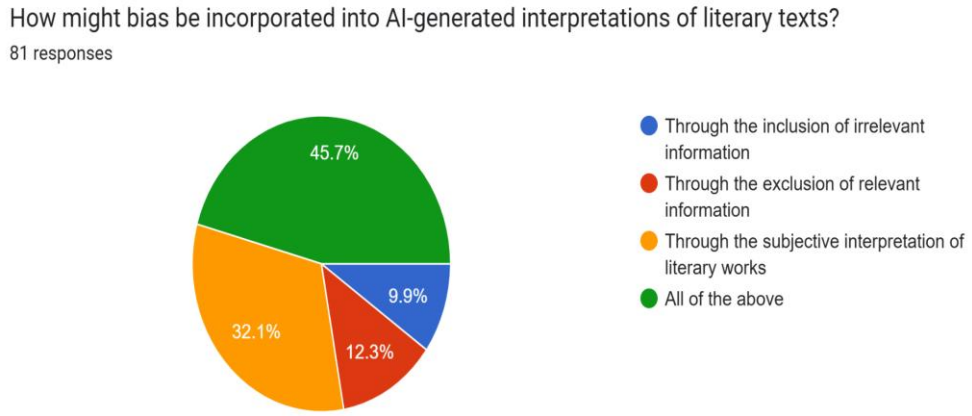


3. Ethical, Social, and Pedagogical Challenges (RQ3)

The findings from the survey revealed strong apprehensions about ethical risks and biases associated with the use of AI in literature education (RQ3). 45.7% (n=37) of respondents affirmed that AI-generated literary interpretations might introduce bias

through irrelevant information, relevant information omissions, or subjective interpretation styles. Moreover, 51.9 % (n=42) selected all of the options for risks, including bias, loss of human connection, and increased responsibility on the teacher's knowledge. Significant concerns were expressed regarding AI's decision to bias text meaning, as illustrated in the survey results, reinforcing the ethical aspect of the TPACK framework. This aspect suggests that when working with AI as an instructional course, specific guiding policies must be established regarding bias.

Figure 5: Ways of incorporating bias into AI interpretation of literary texts



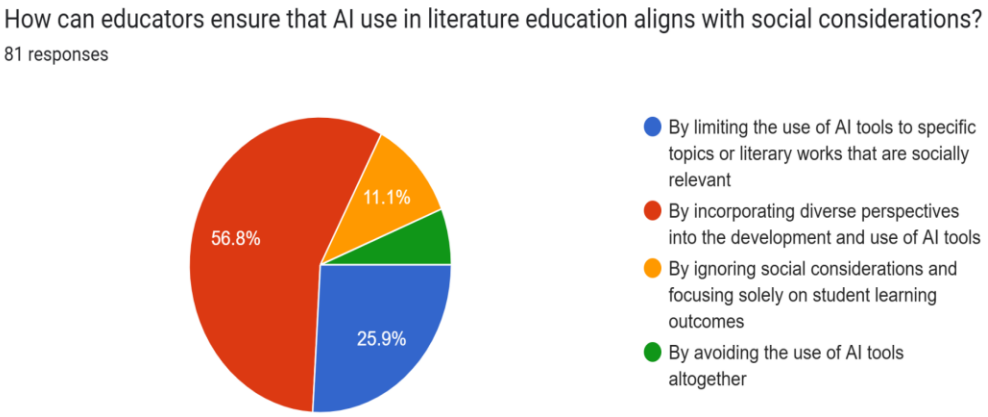
The survey responses further illuminated the respondents' deep-seated concerns regarding the ethical implications of AI integration within literature education. A majority of 56.6% (n=46) advocated for the regular evaluation of AI's effectiveness and its potential ethical ramifications, while 30.9% (n=25) supported the development of robust ethical guidelines to govern its use.

It is especially worth noting that very few participants indicated that they would start to embrace unrestricted access or completely disregard ethical considerations. This response demonstrates the ongoing importance of teacher judgement and critical reflection as featured in the TPACK and Constructivist Learning Theory frameworks.

There were also social considerations, with 56.8% (n=46) of participants indicating they would promote multiple perspectives in the development and deployment of AI tools. Their call for inclusivity aligns with the Constructivist understanding that human dialogue and multiple perspectives can never truly be substituted in overcoming the limitations and biases of AI-based systems.

The findings highlight the ethical and social complexities in the implementation of AI within the literature education landscape. Participants voiced their acknowledgement of the need for a well-thought-out, evidence-based approach, taking into consideration ethical standards, the agency of teachers, and the voices of multiple stakeholders moving forward- all principles outlined in the TPACK framework and the principles of Constructivist Learning Theory.

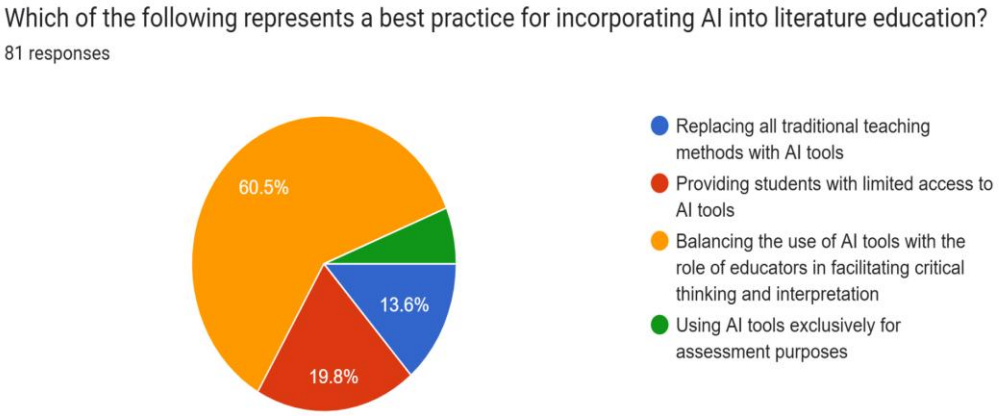
Figure 6: AI and Social Considerations



4. Best Practices and Strategies for Effective and Ethical Integration (RQ4)

The survey results reveal a strong consensus (60.5%, n=49) on the importance of balancing AI use with the educator's crucial role in facilitating critical thinking and literary interpretation. Only a small minority favoured replacing all traditional methods (13.6%, n=11) or limiting AI access entirely (19.8%, n=16). This finding directly aligns with the TPACK model, which advocates for technology to complement, rather than supplant, pedagogical expertise and content knowledge.

Figure 7: Best practice for incorporating AI into literature education



The survey respondents emphasized the importance of continuous improvement and ethical alignment in AI integration. 53.1% (n=43) stressed regular AI use evaluation, while 46.9% (n=38) believe AI will enhance educators' insights into student learning. However, some anticipated role shifts, with 23.5% (n=19) expecting a focus on assessment over interpretation, and 21% (n=17) worried about the elimination of the educator's role. This spectrum underscores the need for professional development and preserving human agency, per TPACK and Constructivist principles.

Notably, 56.8% (n=46) recommended incorporating diverse perspectives into AI tool development, reflecting Constructivism's emphasis on cultural relevance. This aligns with TPACK's call for synergy between technological, pedagogical, and content knowledge to ensure AI complements, rather than replaces, educators' facilitative guidance.

The findings reveal a nuanced, cautiously optimistic view on leveraging AI to enrich literature education. Effective implementation demands a balanced approach, guided by TPACK and Constructivist frameworks, that empowers educators to judiciously utilize AI tools to amplify, not replace, students' critical, creative, and interpretive capacities within culturally responsive learning environments.

6. Discussion

This study highlights AI's dual role in literature education as both a catalyst for innovation and a source of ethical complexity, framed by the TPACK framework and Constructivist Learning Theory. Participants recognized AI's capacity to enhance engagement and efficiency, particularly through personalized feedback and analytical tools like NLP, aligning with TPACK's emphasis on harmonizing technological, pedagogical, and content knowledge. For instance, AI's ability to scaffold critical thinking (Liu & Wang, 2024) and adapt content to learner proficiency (Hezam & Alkhateeb, 2024) underscores its value as a cognitive partner in student-centred environments. However, overreliance on AI risks undermining Constructivism's core tenet—collaborative knowledge construction—as seen in concerns about diminished creativity and superficial engagement (Kasih et al., 2024; REBAA, 2024). This tension mirrors broader debates about balancing efficiency with the irreplaceable role of human dialogue in fostering interpretative depth.

Ethical issues like algorithmic bias and cultural insensitivity (Butarbutar, 2024; Somonte, 2024) also suggest there may be some gaps in the integration of TPACK. There are contexts where tools like ChatGPT are proficient in automating objective tasks (e.g. grammar checking, etc.) but falter in contextual intricacy. Such approaches would be pedagogical in nature to help educators mitigate bias while also retaining the interpersonal nuances that make education culturally relevant. Educators pointed out that there is a need to provide AI with ethical parameters and assessments, and that AI should be used to assist, not replace, human judgment, given the global calls to use AI more responsibly (Msambwa et al. 2025).

Its theoretical implications, the study argues, reaffirm the interdependence of TPACK's three elements. AI's effectiveness depends not only on the technology it employs but also on teachers' capacity to adapt tools into interpretive practices. Compared with AI's analytical rigour, Constructivism affirms the importance and necessity of social interaction. In this sense, theory and practice work together since AI's influence on literature teaching is not necessarily disruptive but rather contingent on carefully planned and carefully considered integration. The Constructivist approach (validating and mindful of social interaction) to literature-based AI research is impeded, however, by AI's analytical rigidity - computers are objective while literary criticism is subjective. However, with cautious planning, the mainstreaming of AI in literary curricula has far-reaching implications for canon formation and cross-cultural pedagogy. The texts curated and recommended by AI algorithms carry with them the risk of perpetuating existing biases (such as eurocentrism) and reinforcing the marginalization of certain sociocultural classes of society, which may be reflected through their literature. Additionally, ethical oversights must be checked to promote diversity and equitable representation in literary texts.

AI's metrics for measuring literary quality might also compel educators to adopt curricula featuring AI-friendly texts at the expense of works embedded in particular cultures or those that experiment with language. To ensure that a core (or corpus) of essential cultural knowledge is maintained, stakeholders must continue fighting for AI as something that complements curricular decisions rather than something that comes at the expense of it. An ethically responsible integration of AI in the humanities can have a transformative impact on the field of literary studies and pedagogy, and towards more inclusive and global approaches to them. But these risks must be countered to ensure that the canon is democratised and educators' agency is safeguarded.

The use of AI technology in teaching literature is a double-edged sword; it has potential benefits and equally great challenges, having different ramifications in different cultures. While more developed economies may use AI technologies in teaching literature and gaining from enhanced individual instruction and automated critical thinking development, many less developed economies still grapple with inequitable levels of access to technology. Differences in culture affect the use of AI, which in some places may be less effective because of local teaching and learning practices surrounding the pedagogical use of AI technologies. In the same breath, the use of AI increases the likelihood of discrimination and bias, focusing on Western literature, and the use of literature-less critical and creative thinking, which in literature pedagogy is of paramount importance. Other ethical concerns, such as privacy, algorithmic bias, and loss of authorship, having an algorithm composition of AI literature, affect all countries and all require a collaborative framework on how to tackle concerns of responsibility, equity, and inclusivity. To fulfill these objectives, teachers should use culturally responsive pedagogy that encourages, rather than negates, an AI approach to literature teaching based on humanistic and interpretive practices.

6.1 Acknowledgement of Limitations and Future Research Directions

Although this study has the potential to shed light on how AI could be employed in literature education, some limitations should be addressed to contextualize the findings, as well as suggest future research.

Firstly, with snowball sampling, there is a risk of participants being biased as it might only include those who already have an interest or positive view of educational technologies, and thus, too positive a portrayal of AI may have occurred, and critical or skeptical perspectives may not have been expressed.

Secondly, the exclusive Saudi EFL (English as a Foreign Language) context is limiting to the generalization of the findings, especially thinking about how different cultural, institutional, and technological landscape of Saudi Arabia would likely not be replicated in other contexts in non-Arabic speaking places or Anglo-Saxon blended contexts where the adoption of AI and its pedagogical integration will have varied challenges and opportunities.

Thirdly, the demographic spread of participants included some imbalances, including a (65.4% male) gender imbalance, as well as not much mid-career representation (14.8% ages 25-30). Consequently, there may be a slant to early-career educators' and students' views presented and a neglect of many of those systemic issues that a more qualified educator or curriculum designer might face. I included a wide representation of ages to reflect the career development potential for the study, as well as having older educators balancing AI training while keeping their academic and professional demands.

Finally, the reliance on quantitative data, though robust, constrains the study's ability to delve deeply into the lived experiences and nuanced perceptions of participants. The absence of complementary qualitative data, such as in-depth interviews or open-ended survey responses, limits the exploration of complex issues like ethical dilemmas, creative engagement, and AI's role in fostering critical thinking.

To address these limitations, and establish a fuller understanding of AI integration in literature education, future research should be more diverse and inclusive. Researchers could employ stratified or random sampling strategies to increase the representation across demographics. Researchers could expand the broader scope of research to include educators and students from various cultural and linguistic backgrounds.

A mixed-methods approach that uses the quantitative survey with qualitative approaches such as interviews, focus groups, or case studies could provide more detail regarding participants' experiences and perceptions. A longitudinal study could also be considered to evaluate the longer-term effects of integrating AI into students' critical thinking, creativity, and engagement, as well as the potential risks—overreliance, or loss of interpretive depth.

7. Conclusion

This study emphasizes that integrating AI tools into literature education has two sides: renewed prospects and some important challenges. With regards to constructivist learning theory and the TPACK framework, this study has found that the potential of AI in providing personalised learning should be able to provide analytical efficiency and capture student attention. This pattern is seen globally - most notably across a range of educational contexts: from Saudi universities themselves, where adaptive platforms are but just one problem (Hezam & Alkhateeb, 2024) to EFL classrooms that use AI-driven exercises for critical thinking (Liu & Wang, 2024). However, the continued dangers of algorithmic bias, diminished human interaction, threats against creativity and academic sanctity, as are articulated on campuses such as the University of Teknokrat Indonesia (Kasih et al., 2024) and Oran 2 University (REBAA, 2024), all suggest the need for strategic, philosophical artificial technical application.

Theoretically, the study advances the imperative of harmonizing technological, pedagogical, and content knowledge (TPACK) to ensure AI tools complement, rather than displace, the humanistic and interpretive dimensions of literary study. Constructivist principles further validate the irreplaceable role of social discourse and culturally responsive pedagogy in mitigating AI's limitations. Practically, these insights advocate for educator training programs that emphasize ethical AI use, blended pedagogical models that balance automation with creative inquiry, and institutional policies prioritizing transparency and inclusivity in AI development.

While this study contributes to a growing body of research on AI in education, its focus on immediate perceptions and cross-sectional data invites future longitudinal and cross-cultural investigations. Further exploration of AI's long-term impact on literary creativity, collaborative learning dynamics, and equity in diverse classrooms will be critical to refining best practices. By anchoring innovation in pedagogical intentionality and ethical vigilance, stakeholders can harness AI as a catalyst for enriching literary education while preserving its core mission: fostering critical, empathetic, and culturally engaged thinkers.

In this rapidly evolving landscape, the synergy between technological advancement and theoretical rigour will remain pivotal. Only through sustained dialogue among educators, policymakers, and technologists can AI realize its promise as a tool for intellectual empowerment, rather than a disruptor of the humanistic traditions that define literature education.

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