

## Original Article

### Artificial Intelligence Integration in Literature Education: Educators' and Learners' Perspectives

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#### Abstract

*This study investigates the utility and adoption of artificial intelligence tools and their role in literature education, from the perspective of teachers and learners, and with a focus on contributing to technology-enhanced learning and teaching environments. How digital tools support and enhance traditional teaching and learning practices is explored, drawing on the Technology Acceptance Model (TAM) to assess their effectiveness in educators' and learners' adoption and use of AI tools in literature education, as well as to what extent they have been integrated in literature-related tasks. An analysis of participants' perceptions of usefulness, ease of use, and pedagogical relevance to capture the evolving intersection between technology and literary pedagogy. Furthermore, how and how often AI is adopted are revealed, which tools are most frequently used, and their perceived roles in assisting teaching and learning experiences, in addition to highlighting the opportunities and challenges of integrating AI into the field. Artificial intelligence (AI) plays a crucial role in transforming how academics and students approach literary studies, reshaping teaching and learning by introducing tools that enhance instruction and personalise learning experiences. Concentrating on AI's contributions to literature education, a targeted, structured online survey was distributed to 51 literature educators and learners from Yemen and India to synthesise data on their usage patterns and attitudes toward their adoption of AI tools. Using descriptive statistical methods, Participants' responses were analysed to identify patterns and trends in the use and perception of AI tools. Overall, the findings reveal that both educators and learners increasingly adopt AI tools for literature-related tasks, prefer blended learning approaches, and be aware for the opportunities and challenges associated with integrating AI into literature education.*

**Keywords:** Artificial Intelligence, literature education, educators and learners, perceptions, technology-enhanced learning.

#### Introduction

Educational technology is revolutionising the way we learn and teach, providing immense opportunities for innovation and improvement. Educational technology refers to the use of technology, tools, and digital resources to improve teaching, learning, and educational management. It combines technological innovations with educational theories and practices to create engaging, efficient, and personalised learning and teaching experiences. As far as the traditional mode of education is concerned, there are a lot of teaching methods available, whereas in Digital Education or any sub-field of Digital Education, proper availability of methods is considered important (Stocking, 2013). Trends in educational technologies include Artificial Intelligence AI through which personalised learning, intelligent tutoring systems, and automated grading advance the process of successful teaching and learning via educational technologies. Artificial Intelligence (AI) provides innovative solutions that enhance the teaching and learning process and is progressively reshaping educational settings (Sarwari, 2024). Artificial Intelligence (AI) emerges as a powerful force with the potential to reshape pedagogical practices across diverse disciplines (Karan, 2024).



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AI in education, also known as AIED (Özdere, 2024), has the tools and techniques to conduct the fine-grained analysis that allows us to track each learner's development of skills and capabilities as they interact and learn over time (Luckin & Holmes, 2016). The intersection of artificial intelligence (AI) and literature represents an increasing frontier in both the arts and technology (V. Thamilselvi and Ramya, P, 2024). Specifically within literature education, there is a growing body of literature addressing the incorporation of AI tools (Richard & Michael, 2023).

Furthermore, The integration of artificial intelligence (AI) in English literature teaching presents the potential to enhance traditional modes of instruction and revolutionize the learning experience (Roy & Putatunda, 2023). Indeed, the emergence of artificial intelligence (AI) in the English language and literature has caused a paradigm change in how humans produce, evaluate, and engage with literary works (Alice Evangeline Jebaselvi et al., 2024). Artificial intelligence has completely changed the way academics and students approach the study of literature in the field of literary analysis (Alice Evangeline Jebaselvi et al., 2024). However, there is still limited research on chatbots in literature education, but as a matter of fact, using AI tools in education significantly enhances learning outcomes and teaching efficiency for educators and learners. Educators and learners have various perceptions of the effectiveness and reliability of AI tools in literature education. Students can benefit from using ChatGPT, as it helps improve their questioning and critical thinking skills by teaching them to formulate precise questions (Salam Khan, 2023). Integrating AI tools influences student engagement and creativity in literature studies. Alongside students, teachers or educators need to collaborate with the AI tools in literature educational settings. For teachers, AIED can potentially be used to help identify the most effective teaching methods based on students' contexts and learning background (Chaudhry & Kazim, 2022). By leveraging the capabilities of AI, English literature teachers can offer personalised learning experiences, facilitate student engagement, and promote critical thinking and analysis (Roy & Putatunda, 2023). Based on the collection and analysis of students' real-time learning data, some anticipated that AI-assisted data-driven and evidence-informed decisions, in most literature, assert that human teachers remain the masterminds behind AI algorithms (Kim et al., 2022). AI effectiveness extends beyond mere text generation. "It also encompasses tools for editing and enhancing literary works" (V. Thamilselvi and Ramya P, 2024). Furthermore, AI continues to evolve, and it increasingly plays a central role in the ways literature is taught, studied, and appreciated (Adate & Patil, 2024). Challenges such as data privacy, ethical concerns, and the digital divide must be addressed to ensure equitable access and responsible usage, alongside the immense potential benefits of AI in education (Rathna, 2023).

## Objectives of the Study

Notably, with the rapid advancement of AI, traditional methods of teaching and learning literature have been reconsidered. In the field of literature education and AI tools, the utilisation by both educators and learners is intended to be explored in the current study. It aims to investigate the extent of AI tools integration in the field of literature education and their utilisation by both educators and learners. Hence, specific and general objectives are exposed in this study. As a general objective, the study aims to identify the perspectives of educators and learners on the role of AI tools in literature education. As Specific Objectives, they are as follows:

- To find out the entity and the level of adoption of AI tools among educators and learners in literature education.
- To explore how AI tools are currently being utilised for various literature-related tasks, such as analysis, writing, and creative exercises.
- To determine different AI tools that support the educational process for educators and learners.
- To recognise whether educators and learners are stakeholders and to what extent they benefit from AI implementation.
- To identify the perceived benefits of AI tools in assisting learning outcomes and teaching strategies in literature pedagogy.
- To expose the challenges and limitations encountered by educators and learners in the integration of AI tools.
- To assess the attitudes of educators and learners regarding the potential of AI tools in shaping the future of literature education.
- To provide recommendations for the integration of AI tools in teaching and learning literature.

## Hypotheses of the Study

In literature pedagogy, both educators and learners are aware of the utilisation of AI tools to significantly enhance and support learning outcomes and teaching effectively. Different perspectives on the effectiveness, reliability, challenges and potentials of AI tools in literature education have exposed. In literature-related tasks, the integration of AI tools promotes student and teacher creativity and engagement. However, in the adoption of AI tools in literary education, the lack of training and resources is a primary challenge. AI tools are aligned with the individual needs, preferences, and styles of literature teachers and their students. Additionally, they have the potential to personalise both teaching and learning experiences.

## Study Questions

The current study is designed to answer the questions below:

- Are the educators and learners of English language literature aware of AI tools?

- Do English language literature educators and learners utilise AI tools in their literature-related tasks?
- To what extent are AI tools used to assist in enhancing their skills?
- What are AI tools most commonly used in learning and teaching literature?
- What is the role of AI tools in the learning and teaching process of literature?
- What are the benefits and drawbacks of AI tools from the perspectives of educators and learners of literature?
- Are there significant differences between educators' and learners' attitudes towards AI tools in the literature education process?
- What is the recommended adoption for the effective integration of AI tools in literature pedagogy?

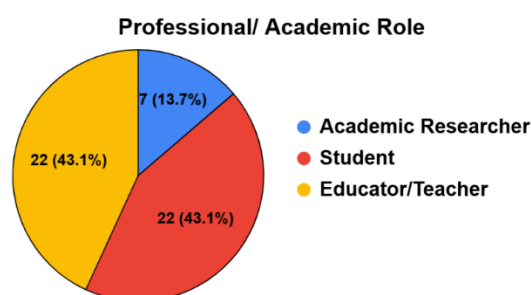
## Research Method and Data Collection

This study is descriptive in nature using a survey method. Focusing on Educational Technology, specifically, on the integration of artificial intelligence tools in teaching and learning of literature, this study adopted a quantitative research design employing a survey-based approach to explore the integration of artificial intelligence (AI) tools in literature education, with a specific emphasis on the perspectives of both educators and learners. A structured online questionnaire was created for a targeted sample of 51 participants, comprising both literary educators and students. The study's responses are gathered from a varied cohort of participants, including educators and students representing various educational institutions, as well as academic scholars, predominantly from India and Yemen. The research sought to investigate the degree of utilisation of AI technologies in literature-related tasks to assess beliefs, attitudes, and experiences regarding their application in teaching and learning literature. The survey comprises six sections, including multiple choice, check boxes, linear scales and open-ended questions in the final section, aimed at collecting quantifiable data on participants' familiarity with AI tools, usage frequency, perceived effectiveness, and general attitudes toward AI in literature instruction. The study's introductory section explains its purpose: To identify how artificial intelligence tools are implemented to teach and learn English literature. The study encourages teachers and students to participate, declaring that the data is confidential and private, and meant to be used solely for educational purposes. Eventually, the researchers extend their sincere thanks to the participants for their engagement and cooperation. The next five sections are entitled "Awareness and Use," "Impact and Perception," "Future Potential," and "Open Questions."

The survey's questions are designed to investigate how artificial intelligence tools influence the ways teachers and students engage with literature. Using a descriptive statistical method, the data collected from the survey responses were analysed to identify patterns and trends in the perception of AI tools. To analyse and summarise the survey respondents' responses and performance indicators, and to interpret the quantitative results, frequencies, percentages, and means were employed. Due to the exploratory nature of the study and the limited sample size, inferential statistical methods are not applied. This adopted methodology is apt for its efficiency in gathering a distinctive range of experiences and perceptions from a targeted group of respondents within a limited number of participants. The integrated role and potential impact of AI tools in the teaching and learning process of literature are explored through educators' and learners' perceptions based on a robust set of data. The results of this study provide valuable insights for more comprehensive future research in this crucial field.

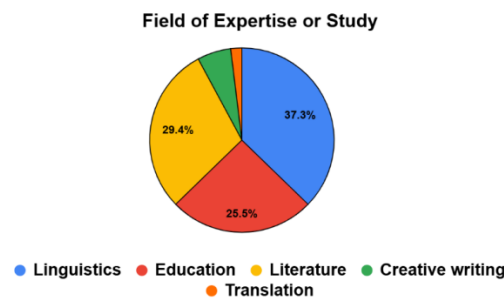
## Data Analysis

### Overview



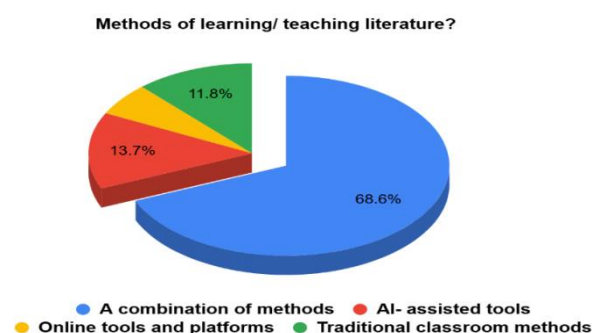
**Figure 1: Professional and Academic Role of the Participants.**

In the survey, in the overview section, including Professional/ Academic role (Figure 1), field of expertise, age range, level of education, years of experience, country, college or institution name, and information questions to find out whether educators/ learners use AI tools and which is the preferred method for teaching and learning literature. As exhibited in Figure 1, the responses indicate that Educators/Teachers and Students are equally represented, with 22 out of 51 responses each, accounting for 43.1% of the total respondents (Figure 1). This gives a balanced input from both sides of the educational spectrum. Academic researchers form a smaller group (13.7%), but still contribute to the overall perspective.



**Figure 2: Field of Expertise.**

Additionally, data reveal that the majority of respondents (37.3%) fall within the 35–44-year age range in Figure 2 , and they are primarily from Linguistics, Literature, and Education, collectively comprising over 90% of the total. This indicates that the findings of the broader questionnaire may be most relevant and applicable to professionals in these three fields. The minority have higher education, master's degrees, as they represent 33.3% of the respondents. While Ph.D and undergraduate are equally represented, with 29.4% of the respondents indicating a well-qualified audience in the field of literature education. Figure 2. With a significant portion of respondents, the fact that more than half of the participants had less than four years of experience indicates that they were in their initial stages of careers, although a few had extensive experience. Regarding their country of residence, the majority of participants were from Yemen, followed by India; participants from both countries represented various universities and institutions. A large majority, 40 participants, equivalent to 78.4%, demonstrated a high level of digital literacy, adopting technology to support engagement with literary education. (Figure 2).

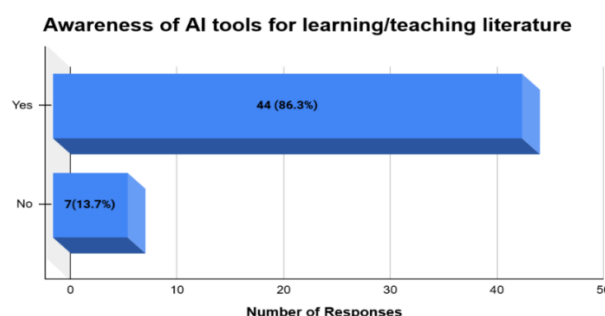


**Figure 3: Preferred Method of Teaching and Learning Literature**

According to the survey responses in Figure 3, a significant majority, 68.6% of the respondents, prefer a blended approach that integrates traditional and digital methods. Highlighting a moderate but notable interest in technology-driven education, 19.6% of participants show a tendency to adopt AI-assisted tools and online platforms. On the other side, only 11.8% favoured traditional classroom methods. Hence, the importance of flexibility and innovation in literary educational settings is emphasised.

Overall, in regions such as Yemen and India, the data suggest that the teaching and learning of literature have evolved. Moreover, the respondents are open to integrating technology in literature pedagogy. A discernible trend toward a hybrid approach of instruction, as AI tools are increasingly adopted alongside traditional methods, each assuming a pivotal and complementary role of integration within a literature-based educational setting.

## Awareness and usage



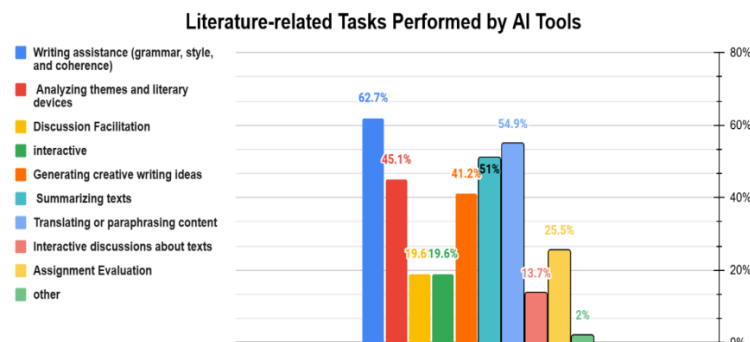
**Figure 4: Awareness of AI Tools in Teaching and Learning Literature Responses.**

According to responses in the second section (Figure 4) of the survey, a large majority of participants, 86.3% are aware and utilise AI tools in the context of literature education, while 13.7% are those who reply with (no), with 7 responses. This indicates a strong adoption rate and willingness to engage with AI in this domain.

| AI Tool          | Number of Users | Percentage |
|------------------|-----------------|------------|
| ChatGPT          | 41              | 80.40%     |
| Grammarly        | 24              | 47.10%     |
| Text Summarizers | 14              | 27.50%     |
| Quillbot         | 12              | 23.50%     |
| Other            | 7               | 13.70%     |
| Classcraft       | 6               | 11.80%     |
| Hypothesis       | 4               | 7.80%      |
| Kahoot           | 3               | 5.90%      |
| Flipgrid         | 2               | 3.90%      |
| MindMeister      | 1               | 2%         |

**Table 1: The Most Dominant AI Tools Used in Literature- Related Tasks Response.**

In the survey results (Table 1), the frequency of participants using ChatGPT was 41, making it the most frequently used AI tool in carrying out literature-related tasks in literature education. ChatGPT leads by a wide margin (80.4%). It is perceived as the most dominant or accessible AI tool among the respondents. Grammarly is also adopted by 47.1%, likely due to its integration with writing tasks. Other tools, such as MindMeister and Flipgrid, are rarely used (Table 1). The responses show a clear preference for tools that assist with writing, editing, and summarising content. Most users, 74.5% are using between 1 and 3 tools currently in their literature-related tasks. The most common frequency of using AI tools is weekly (45.1%), suggesting that AI tools are used as supportive rather than everyday practices in their educational careers (Table 1).



**Figure 5: Literature-related Tasks Performed using AI tools Response**

In Figure 5, A total of 51 participants responded to a survey question regarding their use of AI tools for various literature-related tasks. The results indicate that literature-related tasks most commonly utilise AI to carry out writing, analysing, translation, and text summarisation. The most frequently reported use of AI tools was for writing assistance (e.g., grammar, structure), selected by 62.7% of respondents (Figure 5). This suggests that educators/learners find AI helpful in improving writing clarity and correctness. Translation and paraphrasing tasks were also popular, with 54.9% using AI tools for this purpose. Similarly, 51% of participants used AI for summarising texts, indicating a strong reliance on AI for condensing and simplifying content. Reflecting AI's growing role in analytical and creative support, tasks such as analysing themes and literary devices (45.1%) and generating creative writing ideas (41.2%) indicated moderate utilisation. This demonstrates a clear inclination towards AI tools that support writing, language clarity, and summarisation (Figure 5). On the other hand, more interactive applications, those that assist with discussions, interactive teaching, and text-based discussions, were employed much less often (all less than 20%). 25.5% of respondents applied AI to assignment assessment, and 13.7% used it for interactive text-based discussions. Only 2% selected "other," indicating that the given options covered most of the important applications (Figure 5). This indicates that their application of such tasks remains relatively limited.

## Perceived Efficiency and Comfort

Impact of AI Tools on Efficiency in Literature Tasks

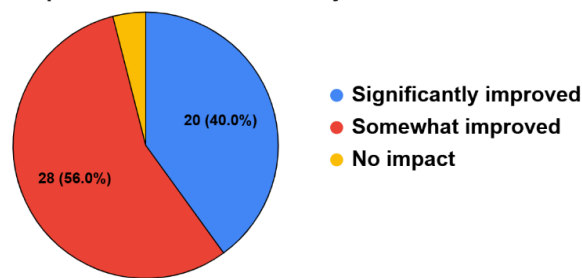


Figure 6: Impact of AI Tools on Efficiency Responses.

How comfortable are you using AI tools?  
51 responses

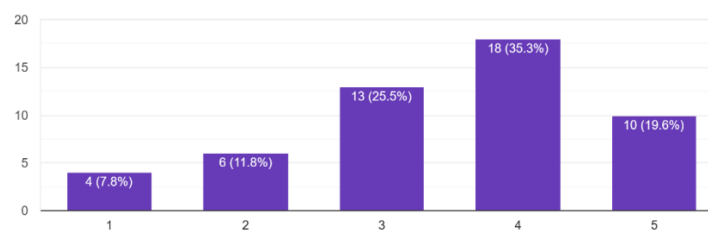


Figure 7: Level of Comfort in Literature Tasks Responses.

A clear positive correlation exists between perceived efficiency and comfort (Figure 6 & Figure 7) with the utilisation of AI tools. Despite some participants having only moderate comfort (ratings 3 and below make up 45.1%) (Figure 7), a vast majority (96%) still acknowledge that AI tools improved their efficiency and understanding in literature tasks (Figure 6). This suggests that even with limited comfort, users still benefit from AI tools. On a 5-point scale, the **mean** score for participants' comfort level in using AI tools was 3.47. This suggests that, on average, respondents feel moderately to highly comfortable integrating AI tools into literature education (Figure 7).

## Impact and Perception

The Most Dominant Tasks Using AI Tools in Literature

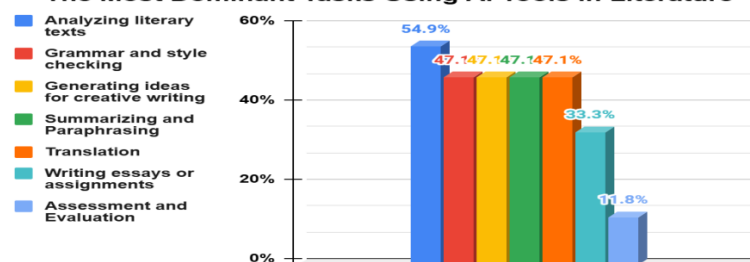
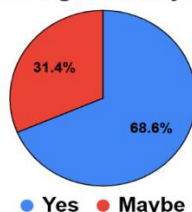


Figure 8: The Most Dominant Literature-Related Tasks Using AI Tools Response.

Figure 8, of the survey responses highlights the utilisation of AI in several literature-related tasks by both teachers and students. The survey results reveal that the most dominant use of AI tools in literature among respondents is for analysing literary texts, with 28 out of 51 participants (54.9%) selecting this option. This suggests that more than half of the participants rely on AI to support their understanding and interpretation of literary works. Various tasks were equally popular, each chosen by 24 respondents (47.1%), such as grammar and style checking, generating ideas for creative writing, summarising and paraphrasing, and translation. The significant role of AI in enhancing writing quality, fostering creativity, simplifying complex content, and facilitating multilingual access to literature is highlighted in the findings (Figure 8). Meanwhile, it is reported that AI is used for writing essays or assignments by 17 participants (33.3%), suggesting a moderate level of reliance, possibly due to concerns about academic integrity. As a literature-related task, with only 6 responses (11.8%), evaluation and assessment was the least preferred option, indicating limited confidence in the ability of artificial intelligence to fairly and accurately evaluate the literary educational process (Figure 8). Overall, the data confirms that artificial intelligence is primarily used as a supportive tool in literature pedagogy, rather than as a substitute for the teacher's judgment or critical thinking.

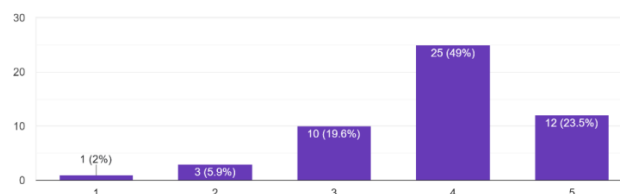
**Perceptions of AI Tools in Enhancing Understanding of Literary Concepts**



**Figure 9: Perception of AI Tools in Enhancing Understanding of Literary Concepts.**

In Figure 9, the responses provide insightful data on educators' and learners' perceptions of AI tools in enhancing understanding of literary concepts. As a response to the question, "Do you think AI tools improve your understanding of literary concepts?", 68.6% of participants answered "Yes," reflecting a strong belief in the positive impact of AI on comprehension. On the other hand, 31.4% replied "Maybe," suggesting that some AI tools users remain uncertain or cautious, even though many recognise their potential. Notably, the participants have a positive or at least an open attitude toward AI in literature education; none of the participants selected "No."

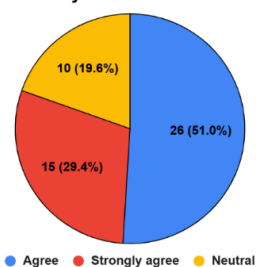
**Helpfulness of AI tools in learning/teaching process**  
51 responses



**Figure 10: Perceptions of AI Helpfulness in Teaching and Learning Response.**

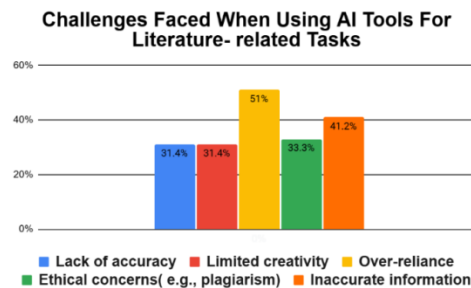
In this section, the extent to which AI tools help in the learning/teaching process is evaluated (Figure 10). On a scale of 1 to 5, the majority of respondents rated AI as helpful, with 49% selected 4 and 23.5% selected 5, reflecting notable satisfaction. 19.6% of the respondents rated AI a 3, those marked moderate scores, while only 5.9% and 2%, which are the lowest scores (2 and 1, respectively). For the perceived helpfulness of AI in the teaching and learning process, the mean score was 3.86. indicating that participants considered AI tools helpful (Figure 10). These findings indicate that most participants find AI tools highly useful in enhancing their teaching or learning experiences in the field of literature, however a small minority may find them limited or less effective.

**Perception of AI Tools in Enhancing Creativity in Literature Studies**



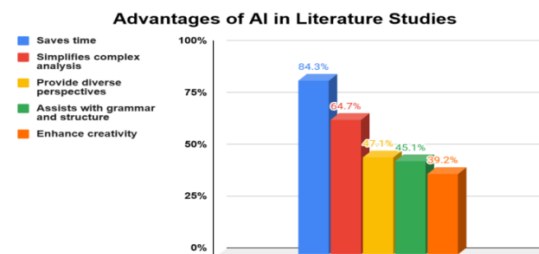
**Figure 11: Perceptions of AI Tools in Enhancing Creativity in Literature Studies.**

In enhancing creativity in literature pedagogy, a positive sentiment towards utilising AI tools has been stated in the respondents' perceptions (Figure 11). The results indicate that a large majority of participants either agreed (51.0%) or strongly agreed (29.4%) (approximately 41 responses combined), suggesting a generally positive perception of AI tools in enhancing creativity in literary instructions. Out of the 51 participants, 10 (19.6%) were neutral, indicating a notable proportion who were uncertain or undecided about the impact of AI tools. A small group of participants disagreed, and none of them strongly disagreed, suggesting minimal resistance or negative sentiment regarding the integration of AI in this context (Figure 11). A strong preference and a positive view for the role of AI in enhancing creativity in literature education are highlighted in the results, which can be beneficial for further integration or exploration of AI tools in educational settings.



**Figure 12: Challenges Faced in Using AI Tools in Literature-Related Tasks.**

Concerning the challenges encountered by participants when performing literature-related tasks using AI, over-reliance is the top (51% of respondents), indicated that heavily depending on AI may hinder independent thinking and critical engagement with literary texts. The key challenges users encounter when employing AI tools for literature settings are highlighted. Inaccurate information, stated by 41.2% of participants, is another remarkable challenge, indicating a lack of confidence in the accuracy of AI-generated content (Figure 12). Ethical concerns, including the risk of plagiarism, were reported by 33.3% of respondents, emphasising that AI should be utilised responsibly and transparently. Notably, 31.4% of participants indicated that AI restricts creativity and originality, which may contradict earlier findings, where participants perceived AI as a significant contributor to innovation (Figure 12). This suggests that while AI can support creative tasks, it may also restrict originality in certain contexts. Ultimately, only 2% of respondents selected “other,” indicating that AI-generated resources lack citations (Figure 12). This demonstrates that the majority of users are unfamiliar with some citation generation AI tools, such as QuillBot. Overall, a balanced awareness of AI’s benefits and its potential drawbacks is confirmed in the responses.



**Figure 13: Perceived Advantages of AI in Literature Education Response.**

To identify the perceived advantages of integrating artificial intelligence tools into literature studies (Figure 13), 84.3% of respondents acknowledged that saving time is the most prominent benefit. This indicates that AI's capacity to automate time-consuming tasks such as information retrieval, summarisation, and proofreading is highly valued by users. The second most recorded benefit is AI's ability to simplify complex analysis with 64.7% of respondents, indicating that a significant portion of respondents rely on AI to better understand and engage with dense or abstract literary texts (Figure 13). The advantages of providing diverse perspectives (47.1% of the responses) and assisting with grammar and structure (45.1% of the responses) were acknowledged by the respondents in Figure 13. Enhancing creativity, with only 39.2% of respondents identifying it as the lowest-rated advantage (Figure 13).

## Confidence in Writing and Analysis

| Confidence in Writing or Analysing | Responses | Percentage  |
|------------------------------------|-----------|-------------|
| Yes                                | 27        | 53%         |
| No                                 | 6         | 12%         |
| Maybe                              | 18        | 35%         |
| <b>Grand Total</b>                 | <b>51</b> | <b>100%</b> |

**Table 2: Confidence in Using AI Tools in Writing and Analysis Response.**

In Table 2, critical insights into participants’ experiences and perceptions regarding the use of AI tools in literature-related academic tasks. According to the survey results, respondents highlighted a diverse range of opinions regarding the involvement of AI with a greater confidence in their writing or analytical abilities (Table 2). 27 respondents (53% of responses) affirmed that AI tools had indeed strengthen their confidence. A substantial (35% of responses) remained uncertain, responding with Maybe, while only 12% expressed a negative stance (Table 2). These findings indicate that more than half of the participants perceive AI as a supportive tool that enhances their academic engagement.

## Impact on Productivity

The majority of the survey participants (86.3%) acknowledged significant improvement in productivity. The result underscores the practical value that AI integration brings to academic workflows, particularly in tasks involving text

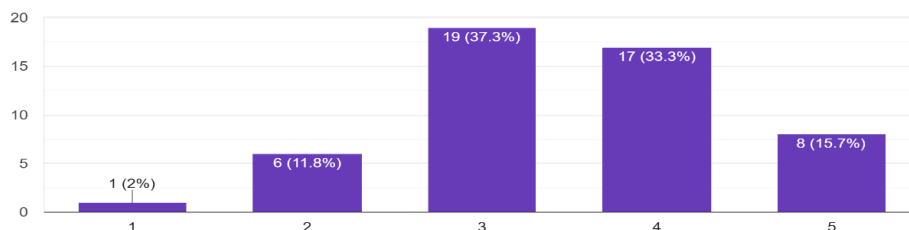
generation, idea structuring, and language refinement. A small percentage (11.8%) reported no noticeable change, possibly due to limited usage, distrust of AI-generated content, or the nature of their academic tasks.

## Understanding Complex Literary Themes

The survey question on artificial intelligence's capability to comprehend complex literary themes elicited mixed responses. While 66.7% of participants regarded AI tools as qualified to realise these themes, 23.5% disagreed, answering "no," indicating a considerable scepticism. A small group of participants provided inconclusive replies, such as "maybe" and "May be."

## AI's Role in Enhancing Creative Writing

How do you rate AI's ability to assist in creative writing?  
51 responses



**Figure 14: AI Tools' Ability to Assist in Creative Writing Response.**

In creative writing (Figure 14), The role of AI is rated by participants on a five-point scale. The most frequent responses selected 3 (37.3%) and 4 (33.3%), indicating moderate satisfaction with AI's creative capabilities. A small group (15.7% of responses) rated the tools at the highest level (5), with 11.8% offering a rating of 2, and only one respondent selected 1 (Figure 14). The **mean** value for AI's ability to assist in creative writing was 3.49 (Figure 14), highlighting a moderate level of satisfaction among participants. These findings reveal that, although AI tools are adopted to assist with idea generation and linguistic experimentation, they are not presently regarded as substitutes for human creativity, especially in tasks that demand originality, emotional resonance, or cultural insight.

## Future Potential

Educators and learners provided insightful perspectives concerning future potential of the integration of AI tools in literature education. A total of 51 participants responded to this section as follows:

### Recommendation of AI Tools

Utilizing AI in literature studies and teaching tasks is recommended by a significant majority of respondents (82%). Some concerns regarding reliability, context sensitivity, or ethical issues surrounding AI were reflected through minority views, where a small group (8%) responded with "No", and others expressed partial support or uncertainty through options like "Not all the time," "Maybe," or "Somehow".

### Preferred Features of AI Tools for a Better Assistant in Literature

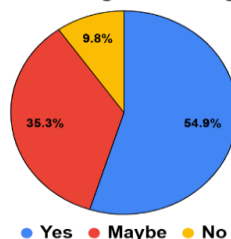
According to the survey responses aimed at identifying the desirable features of a better assistant in the literature (with 56.9% of respondents), the most desirable feature selected is improved writing support, indicating a strong demand for AI to enhance productivity in literature education. Enhanced text analysis (52.9%) comes close behind, indicating a significant interest in AI's ability to analyse and interpret literary text. With 47.1%, Personalised learning was also highly valued, recognising its importance for tailored assistance in literature studies. Indicating a moderate interest in AI tools facilitating collaborative literary tasks, 33.3% of the respondents selected Real-time collaboration. A clear preference for AI tools that enhance creativity and analytical capabilities is highlighted, while also expressing moderate interest in personalisation and collaboration features in literature education settings. Concerning Interactive storytelling (13 respondents, 25.5%) and better integration with other tools (12 respondents, 23.5%) reflected the least frequently selected features. In addition to merely 1 respondent (2%) suggested other features not listed.

### AI as a Replacement for Traditional Methods

The survey question aimed at discerning perceived attitudes towards the replacement of traditional methods with AI tools. When asked whether AI can replace traditional methods of teaching literature, the responses were more divided. While 41.2% believed AI could serve as a replacement, 39.2% were unsure, and 19.6% rejected the notion.

## Transformation of Teaching and Learning

Do you think AI will transform how literature is taught and learned in the learning and teaching environments?

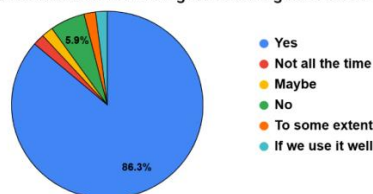


**Figure 15: Perceived Transformation in Teaching and Learning Literature**

The survey question aimed at identifying participants' perception regarding the transformation in teaching and learning literature while using AI tools, see Figure 15, a majority of respondents (54.9%) agreed that AI will transform the way literature is taught and learned, with 35.3% remaining uncertain and only 9.8% disagreeing (Figure 15). A substantial transformation in educational environments due to AI integration was expected, according to the results, reflecting optimism about enhanced engagement, personalisation, and efficiency in instruction.

## Perceived Impact on Teaching and Learning

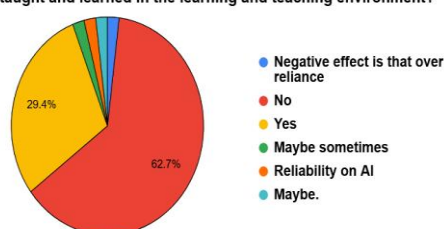
Do you think that AI will affect positively how literature is taught and learned in the learning and teaching environment?



**Figure 16: Perceived Positive Impact of AI on Teaching and Learning Literature**

In the survey results, a diverse range of opinions among participants concerning the impact of AI is highlighted, see Figure 16. An affirmative perception with 86.3% of participants indicates that AI will positively affect the teaching and learning of literature. In this question's responses, opinions range from conditional approval ("if we use it well") to limited acceptance ("not all the time"), highlighting nuanced concerns related to implementation, the quality of the tools, and compatibility with educational principles (Figure 16). This suggests that AI's perceived potentials enrich educational environments if used judiciously and strategically. A broadly positive attitude toward adopting AI tools in literature education is revealed in the survey results.

Do you think that AI will affect negatively how literature is taught and learned in the learning and teaching environment?

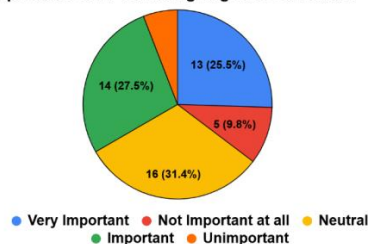


**Figure 17: Negative Impact Perceptions of AI on Teaching and Learning Literature**

For the question "Do you think that AI will negatively affect how literature is taught and learned in the learning and teaching environment?" (Figure 17), indicating a general optimism or at least a lack of concern about AI's negative impact on literature education, the majority of the respondents (62.7%) answered with "no". from the other side, only 29.4% responded with "Yes", indicating a degree of caution among a significant minority who may view artificial intelligence as a potential agent of radical change, and perhaps fear a decline in critical thinking or an over-reliance on machine-generated content (Figure 17). Nuanced responses are adopted by a smaller portion selected, such as "Maybe," "Maybe sometimes," or "Negative effect is that over reliance," which exposes a cautious yet conditional openness to AI integration depending on how it is applied (Figure 17).

## Alignment with Curriculum

Importance of AI Tools Aligning with Curriculum

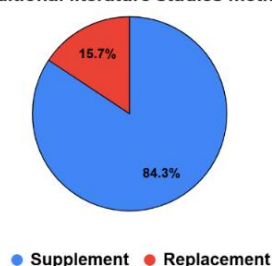


**Figure 18: The Importance of AI Tools Aligning with Curriculum.**

In terms of curriculum alignment, the survey question “How important AI tools align with the curriculum?” (Figure 18) reveals a balanced but somewhat cautious stance. While a large proportion of participants chose “neutral” at 31.4%, the total number of responses rated as “Important” and “Very Important” (53%) clearly indicates a strong awareness of the need for alignment between AI tools and methodological goals (Figure 18). Recording (15.6%), the relatively low number of responses labelling it as “Unimportant” or “Not Important at all” further confirms that participants largely recognise the importance of thoughtfully integrating AI into the classroom (Figure 18). The findings suggest that the introduction of artificial intelligence (AI) should be cautious to avoid negative consequences and ensure alignment with academic standards. The importance of developing AI applications that are pedagogically sound, contextually appropriate, and capable of supporting, rather than replacing, human involvement in teaching and learning literature is highlighted. On the other hand, regarding participants' preferences for AI tools that provide historical and cultural contexts, a significant 88.2% expressed a preference for these tools, while only 11.8% showed no preference for this feature. This result indicates a clear awareness among participants of the importance of contextual understanding in literature education. This strong support suggests that integrating AI tools capable of providing this context can significantly improve the teaching and learning experience by deepening understanding and fostering more nuanced engagement with literary texts.

## AI in Literature Education: Replacement or Supplement to Traditional Teaching Methods?

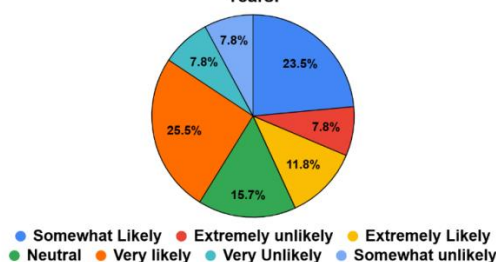
Do you see AI as a replacement or a supplement to traditional literature studies methods?



**Figure 19: AI Tools as a Replacement or Supplement Response.**

In the survey question, Figure 19, aimed to detect the perceived belief in AI tools as a replacement or supplement for the traditional methods, the majority of survey respondents (84.3%) believe that artificial intelligence complements, rather than replaces, traditional literature teaching methods. This indicates a clear preference for integrating AI to enhance current practices rather than replacing teacher-led instruction.

Willingness to Continue Using AI Tools Over the Next Five Years.



**Figure 20: Willingness to Continue Using AI Tools in the Next Five Years Response.**

The focus on the extent to which the participant's work will contribute to the use of artificial intelligence tools over the remaining five years, Figure 20. Most respondents hold a favourable perspective on sustaining the integration of AI in literature teaching and learning. The majority (25.5%) indicated they would most likely continue using AI tools,

followed closely by those with a moderate likelihood (23.5%). The middle percentage (15.7%) was neutral, reflecting uncertainty and cautious awaiting. In contrast, fewer participants selected the "highly likely" option (11.8%), while only four responses (7.8%) were given for the categories "somewhat unlikely," "not at all unlikely," and "highly unlikely." (Figure 20). Overall, the data indicates a strong tendency among users to adopt AI tools in the foreseeable future, with relatively low resistance or scepticism.

## 1. Open-ended questions' Responses

### Future Use Plans

The open-ended questions are designed to encourage participants to share their thoughts and reflections. The analysed responses regarding the use of AI in literature education revealed a generally positive outlook, with many participants highlighting the benefits of AI tools in saving time, enhancing learning, providing personalised support, and improving both teaching and learning instructions. Many responses emphasise that AI can assist with text analysis, generate creative prompts, and make literature more accessible. However, a significant number of participants expressed a balanced view, acknowledging that while AI is valuable, it should not replace human interpretation, critical thinking, or traditional teaching methods. Concerns were also raised about the potential for over-reliance on AI, the risk of diminished independent thinking among students, and issues related to the reliability and accuracy of AI-generated information. Some responses pointed to limitations stemming from infrastructure or resources, while others remained neutral or uncertain about the role of AI. Overall, the responses suggest that effectively integrating AI into literature education requires a delicate balance between leveraging technological advantages and preserving essential human elements.

| Themes               | Summary                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Balanced View</b> | <ul style="list-style-type: none"> <li>-Unavoidable Technology.</li> <li>- Technology can be valuable as a supplemental tool.</li> <li>-AI may reduce users' creative thinking, but save time.</li> <li>-Teachers and learners can use AI as a supplement in reaching their goals, but should not rely on it completely.</li> <li>- AI functions as a supportive tool but cannot replace traditional methods.</li> </ul> |
| <b>Benefits</b>      | <ul style="list-style-type: none"> <li>-AI tools are regarded as great resources.</li> <li>-Literature education can be advanced and innovative with AI as a facilitative instrument.</li> <li>-AI tools in literature education are perceived as sufficiently effective.</li> </ul>                                                                                                                                     |
| <b>Neutral/Other</b> | <ul style="list-style-type: none"> <li>-The respondents perceived AI as beneficial, but uncertainty regarding long-term impact.</li> <li>-No substantive response</li> </ul>                                                                                                                                                                                                                                             |
| <b>Concern</b>       | <ul style="list-style-type: none"> <li>- Ensuring reliable sources and credibility of information is a challenge with AI.</li> <li>- Users' requirements of AI tools may not fully meet due to resource and infrastructure limitations.</li> <li>-Artificial intelligence adoption reflects significant risks associated.</li> </ul>                                                                                     |

**Table 3: Synthesised Themes of Perceptions Toward AI in Literature Pedagogy.**

The analysis of the open-ended responses revealed four principal themes: Balanced View, Benefits, Neutral/Uncertainty, and Concern, Table 3 Generally, positive perceptions of integrating AI tools into literature education are expressed by participants. Many stated AI as an inevitable and valuable supplementary resource that enhances instructional and learning processes, particularly by improving research efficiency, organising information, supporting writing tasks, and facilitating literary analysis. For saving time and increasing accessibility, AI was widely recognised (Table 3) However, participants emphasised that artificial intelligence should complement, not replace, traditional educational practices, citing concerns about the decline of creative and critical thinking, over-reliance on AI, and superficial engagement with texts. Additional issues included the reliability and credibility of AI-generated content, limited infrastructure, and broader ethical risks. Moreover, focusing on enhancing contextual and cultural sensitivity, multilingual capabilities, and deeper literary analysis is suggested for improvement. Furthermore, participants recommended integrating interactive and adaptive learning features, improving natural language processing and machine learning systems, enabling multimedia analysis, and ensuring accurate citation practices. The respondents strongly emphasise the importance of teacher training, professional development, accessibility, and ethical preservation, such as bias detection and data privacy protection. Overall, the results indicate the supportive role and the

balanced, pedagogically guided integration of AI tools to foster creativity, critical thinking, and inclusivity in literature education; the findings also reveal cautious optimism towards the integration of AI tools in literature education settings.

## Results and Discussion

The key findings of this study are as follows:

### Artificial Intelligence Utility and integration in literature education

According to the results of this study, AI tools are increasingly incorporated into literature education from teachers and students' perceptions, especially in Yemen and India. A clear trend toward the use of AI tools in literary educational settings is exposed. The majority of respondents, educators and learners, reported utilising these tools for literature-related tasks. A varied landscape of participants' technological skills, usage, awareness, challenges, anticipation, and perspectives is revealed in the survey results. In terms of pedagogical preferences, the majority of participants have trends towards a mixed approach combining traditional and technology-assisted approaches. Meanwhile, a smaller population expressed a preference for exclusively AI-powered tools. Most participants perceived AI as having a positive impact on literature education, particularly in enhancing education efficiency and learning outcomes. However, concerns were raised about over-reliance on artificial intelligence, the credibility of AI-generated content, and the potential decline in creative thinking skills. A significant number of participants emphasized the importance of aligning AI tools with existing academic curricula, and many expressed AI's ability to provide historical and cultural context to literary texts.

### The Expected role of AI in literature education in the Future

When considering the future role of artificial intelligence (AI) in literature education, opinions varied. Some participants viewed AI as complementary to traditional methods, while others considered it a potential replacement. Similarly, opinions on the continued use of AI tools over the next five years ranged from strong optimism to deep pessimism. In open-ended responses, participants highlighted a range of anticipated benefits associated with AI, including time savings, support for scientific research, and increased accessibility. At the same time, concerns about a loss of creativity and questions about the reliability of information were reiterated. Suggestions for improvement included providing free access to AI tools, developing platforms specifically designed for literary projects, and ensuring closer alignment with the goals and content of literature education. Ultimately, the literature review and survey responses, taken together, demonstrate the usefulness and integration of AI in literature education. The study's findings highlight how artificial intelligence (AI) in literature teaching presents both benefits and challenges. It also underscores the importance of contextual factors, particularly in resource-limited settings, where infrastructure, training, and accessibility can significantly impact the adoption and application of AI tools.

## Conclusion

This study was conducted to evaluate the extent to which artificial intelligence is used in teaching literature. I discovered how useful artificial intelligence tools are in teaching literature from the point of view of both teachers and students. The results showed that both groups use AI tools more for various tasks related to literature, and that they like to use a mix of old and new methods. They found that artificial intelligence has many benefits, such as making things easier, saving time, helping with writing, analysing text, and performing creative tasks. From the other side, some participants have been concerned about overconfidence in AI, how it might prevent people from thinking for themselves, and whether AI-generated content is authentic. Most teachers and students believe that AI is a supplementary tool that can help with task like writing, language learning, and text analysis. This study also shows that people are concerned about over-reliance on AI, how this could affect their ability to think critically, and whether what AI creates is trustworthy. To make the most of the benefits of artificial intelligence and reduce its problems, teachers must be involved and the curriculum must be changed. This paper contributes to the discourse on integrating AI into literature education and lays a foundation for subsequent research examining long-term impacts, ethical considerations and best practices for sustainable implementation. When teaching literature, the best way to use AI is to adopt while preserving human creativity, interpretation, and cultural sensitivity.

## Abbreviations

**AI:**

Artificial Intelligence

**AIED:**

AI Integration in Literature Education

**TEL:**

Technology-enhanced Learning

**TAM:**

Technology Acceptance Model

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- Figure 7: Level of Comfort in Literature Tasks Responses.
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- Table 2: Confidence in Using AI Tools in Writing and Analysis Response.
- Table 3: Synthesised Themes of Perceptions Toward AI in Literature Pedagogy.