



Role of Artificial Intelligence in Teaching English Literature

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Abstract:

The role of Artificial Intelligence in literary construal and analysis is quite significant in today's English literature teaching scenario. With the help of Artificial Intelligence technology, we can disclose hidden themes, linguistic ambiguities and unseen patterns that are invisible to traditional literary interpretation. By virtue of search computational abilities, researchers can now analyse literary forms, authors' impressions and cultural patterns in novel ways which improve our knowledge of literature and its social significance. With such AI technology, the English teachers should also be prepared enough to promote students in adapting to the stupendous capacity of AI tools that can overcome the conventional ICT modes in order to obtain a more influential learning output. That is why English literature teachers and educators should be trained more and more. There are also some difficulties in achieving success in this. The present research paper moderately strives to investigate novel ideas and hardships that AI technology creates in teaching English literature in today's era. It also makes the English teachers aware of some evident moral issues along with analysing the pedagogy of English in teacher education.

Keywords: Artificial Intelligence, Intellectual Datamining, Literary interpretation, Digital divide.

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Introduction

In order to possess a great competency in English, the learners how to command language knacks and components. The language knacs which are primarily essential are writing, reading, speaking and listening. The teaching of English principally incorporates a mode that tries to improve these four skills.

Studying English literature includes learning at multifarious levels from fundamental level to great forms of study. To know how to prepare a well-studied and systematised literature review is an

important part of any research. It is also one of the hardest elements of research writing procedures and one of the most difficult elements to teach. The fundamental part to any acceptable literature review is getting to know how to narrate the tale of the research with the help of AI technology. Students are able to employ digital research implements to help them search for themes in their sources and employ those interpretations to write literature reviews that narrate an exciting tale of their study. Students may also outsource some or entire of this procedure to AI. For instance, learners can ask ChatGPT to epitomise a research paper or investigate a work pertinent to its

selected topic. Composing a literature review that manifests an engaging tale of the study involves an amalgamation and organization of good inquiry, minute perusing, reflective thinking and creative mindset.

Digital study implements like Litmap is a literature mapping software that aids learners to gather and envisage the connectivity between their sources for their study and literature review.

Intellectual Datamining for English pedagogy: Intellectual data mining is the procedure of employing modern techniques to interpret vast data that reveals hidden patterns and explores beneficial knowledge with regard to teaching English literature. Intellectual data mining can be greatly useful in enhancing the teaching ways as well as student learning results. Following are some of the ways in which intellectual data mining may be employed in teaching English literature.

Improved student support: Intellectual data mining can locate individual student's development and give opinion to learners and teachers that help in

- Enhanced writing construal where tools can search for essays, for structure, increase quality and harmony gives feedback before submission.
- Early knowing learners at stake of lagging behind. By analysing hidden patterns in engagement or understanding, teachers can provide help in real time.

Interpreting literary texts: Intellectual data mining can be employed to interpret large amounts of literary works by using natural language processing and text mining strategies, learners and students can

- Understand frequent themes, images and symbols in many text.
- Understand language pattern for helping learners know the stylistic features of various writers
- Locate ambiguous meanings or emotions in a work by exploring important words, metaphors and various literary devices employed by the writer.

Classroom engagement and management:

Intellectual data mining implements can improve classroom teaching and student engagement by

- Recognising collaborative patterns by assessing group discussions or writing projects. Through this, the teachers can evaluate how easily learners work in collaboration and recognise students who may require help in Group discussions.
- Detecting engagement levels based on students analysis of works, discussions or digital resources.

Various challenges of artificial intelligence technology:

Deploying AI in teaching English literature showcases various challenges that require conscious attention. Some are as follows.

- **Reliance on AI for interpretation:** If learners depend upon AI too much for epitomising or interpreting literature, they may not progress their own critical thinking and interpretive knacks. Overdependence on AI tools may also contain the progress of significant skills like critical thinking and debating.
 - **Decrease in creativity:** Learners may lack in the skill of creativity due to overreliance on AI technology. AI will provide all the recommendations and conclusions having patterns in the work that might block personal analysis and individual outlooks.
 - **Profound literary interpretation:** AI technology interprets text at a very peripheral level considering images, structures and themes, but literary texts frequently need profound individual interpretations that come out of the teachers' personal insights, individual experiences and cultural comprehension. AI does not have sentimental connection that a man puts forth for a discussion.
 - **Construal differences:** Literature is frequently inclined to several constituents and AI cannot recommend or evince various readings of a text. Teachers can promote learners to interpret and grasp diverse aspects while AI technology may check this variety in interpretations due to its programmed parameters.
 - **Character sentiments:** AI technology does not have empathy and capacity to entirely comprehend the sentimental profundity of characters in work. Several literary works rotate around different human sentiments that have to be comprehended in a profoundly subjective way. This is something that AI technology cannot substitute.
 - **Loss of human interaction:** Literature lectures always include active conversations, argumentation and exchange of thoughts. AI cannot imitate such interaction between learners and teachers that is significant for cherishing reflective thinking and profound engagement with texts.
 - **Digital division:** All the learners cannot have similar access to the AI technology bringing about dissimilarities in the classrooms. This may broaden the divide between learners who are known to AI technology and those who are not.
 - **Reader response theory:** Several perspectives to literature underline subjective responses of the learners involving how personal feelings and experiences mould their construal. AI cannot substitute this subjective and sentimental dynamics that is pivotal to literary studies.
- Conclusion:** The role of artificial intelligence in teaching English literature provides both essential opportunities and challenge. AI technology possesses the capacity to improve learning dynamics by

offering personalized guidance and delivering novel methods to engage learners. AI helps in interpreting works giving certain opinions and providing more profound analysis of literary themes and motives. AI technology can be a mightier resource, all the same it is quite significant to remember that it cannot replicate the role of humans in providing reflective thinking, natural creativity and sentimental relationship with literature. The efficacy of AI technology in teaching English literature relies on how it is deployed with respect to conventional teaching methodologies and the conscientious reflections of moral insinuations.

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