

تدريس الادب باستخدام الذكاء الاصطناعي: مراجعة متوافقة مع معايير PRISMA لأساليب الذكاء الاصطناعي  
المعتمدة تربويا في صفوف اللغة الإنجليزية كلغة اجنبية بالجامعات

تدريس الادب باستخدام الذكاء الاصطناعي: مراجعة متوافقة مع معايير PRISMA لأساليب الذكاء  
الاصطناعي المعتمدة تربويا في صفوف اللغة الإنجليزية كلغة اجنبية بالجامعات

أ.م.د. هازة صالح حسن  
قسم اللغة الإنجليزية  
كلية التربية الأساسية  
جامعة صلاح الدين- أربيل  
[hazha.hassan@su.edu.krd](mailto:hazha.hassan@su.edu.krd)

**الكلمات المفتاحية:** تعليم أدب اللغة الإنجليزية كلغة أجنبية؛ الذكاء الاصطناعي؛ أساليب تدريس الأدب؛  
التعليم العالي؛ الوعي النقدي بالذكاء الاصطناعي

### كيفية اقتباس البحث

حسن , هازة صالح , تدريس الادب باستخدام الذكاء الاصطناعي: مراجعة متوافقة مع معايير  
PRISMA لأساليب الذكاء الاصطناعي المعتمدة تربويا في صفوف اللغة الإنجليزية كلغة اجنبية  
بالجامعات ، مجلة مركز بابل للدراسات الانسانية، آذار ٢٠٢٦، المجلد: ١٦، العدد: ٣.

هذا البحث من نوع الوصول المفتوح مرخص بموجب رخصة المشاع الإبداعي لحقوق التأليف والنشر  
( Creative Commons Attribution ) تتيح فقط للآخرين تحميل البحث ومشاركته مع  
الآخرين بشرط نسب العمل الأصلي للمؤلف، ودون القيام بأي تعديل أو استخدامه لأغراض تجارية.

Registered في مسجلة في  
**ROAD**

Indexed في مفهرسة في  
**IASJ**



تدريس الادب باستخدام الذكاء الاصطناعي: مراجعة متوافقة مع معايير PRISMA لأساليب الذكاء الاصطناعي  
المعتمدة تربويا في صفوف اللغة الإنجليزية كلغة اجنبية بالجامعات

## Teaching Literature with AI: A PRISMA-Aligned Review of Pedagogically Mediated AI Approaches in EFL University Classrooms

Asst. Prof. Dr. Hazha Salih Hassan

Department of English  
College of Basic Education  
Salahaddin University-Erbil  
[hazha.hassan@su.edu.krd](mailto:hazha.hassan@su.edu.krd)

**Keywords:** EFL literature education; artificial intelligence; literary pedagogy; higher education; critical AI literacy

### How To Cite This Article

Hassan , Hazha Salih , Teaching Literature with AI: A PRISMA-Aligned Review of Pedagogically Mediated AI Approaches in EFL University Classrooms , Journal Of Babylon Center For Humanities Studies, March 2026, Volume:16, Issue 3.

This is an open access article under the CC BY-NC-ND license  
(<http://creativecommons.org/licenses/by-nc-nd/4.0/>)

[This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.](http://creativecommons.org/licenses/by-nc-nd/4.0/)

### Abstract

The rapid development of AI has generated interest in its application to higher education, including the teaching of literature in EFL. However, research on AI integration in university-level EFL literature education remains fragmented and under-theorised, particularly regarding pedagogical and ethical considerations. This study presents a PRISMA-aligned systematic review of peer-reviewed research examining AI-driven approaches in EFL literature classrooms. Analysis was guided by an integrated conceptual framework incorporating sociocultural theory, reader-response theory, constructivist learning theory, and human-centred AI principles. The review identifies AI tools—including natural language processing applications, generative AI systems, conversational agents, and adaptive learning platforms—as most effective when pedagogically mediated and ethically governed. Key educational outcomes include enhanced literary engagement, development of interpretative skills, increased learner autonomy, and emerging critical AI literacy. Challenges involve maintaining interpretative authority, addressing algorithmic bias, ensuring academic integrity, and providing institutional support. Overall, AI can augment EFL literature education when positioned as a mediational resource within

theoretically grounded, ethically responsible instructional designs. The findings offer implications for curriculum development, teacher education, and policy, while highlighting the need for longitudinal, theory-driven, and context-sensitive research.

## المخلص

أدى التطور السريع للذكاء الاصطناعي إلى زيادة الاهتمام بتطبيقاته في التعليم العالي، بما في ذلك تدريس الأدب الإنجليزي كلغة أجنبية. ومع ذلك، لا تزال الأبحاث المتعلقة بدمج الذكاء الاصطناعي في تدريس الأدب الإنجليزي كلغة أجنبية على مستوى الجامعة متفرقة وغير مؤثرة نظريًا بشكل كافٍ، لا سيما فيما يتعلق بالاعتبارات التربوية والأخلاقية. تقدم هذه الدراسة مراجعة منهجية متوافقة مع معايير PRISMA للأبحاث المحكمة التي تتناول المناهج القائمة على الذكاء الاصطناعي في فصول الأدب الإنجليزي كلغة أجنبية. وقد استرشد التحليل بإطار مفاهيمي متكامل يضم النظرية الاجتماعية والثقافية، ونظرية استجابة القارئ، ونظرية التعلم البنائية، ومبادئ الذكاء الاصطناعي المتمحورة حول الإنسان. وتحدد المراجعة أدوات الذكاء الاصطناعي - بما في ذلك تطبيقات معالجة اللغة الطبيعية، وأنظمة الذكاء الاصطناعي التوليدية، ووكلاء المحادثة، ومنصات التعلم التكيفية - باعتبارها الأكثر فعالية عند استخدامها بوساطة تربوية وحكم أخلاقي. وتشمل النتائج التعليمية الرئيسية تعزيز التفاعل الأدبي، وتنمية مهارات التفسير، وزيادة استقلالية المتعلم، وظهور معرفة نقدية بالذكاء الاصطناعي. أما التحديات فتتمثل في الحفاظ على سلطة التفسير، ومعالجة التحيز الخوارزمي، وضمان النزاهة الأكاديمية، وتوفير الدعم المؤسسي. بشكل عام، يمكن للذكاء الاصطناعي أن يُعزز تعليم الأدب الإنجليزي كلغة أجنبية عند استخدامه كمورد وسيط ضمن تصميمات تعليمية قائمة على أسس نظرية ومسئولة أخلاقياً. وتقدم النتائج دلالات مهمة لتطوير المناهج الدراسية، وتدريب المعلمين، والسياسات التعليمية، مع التأكيد على الحاجة إلى بحوث طويلة، قائمة على النظرية، ومراعية للسياق.

## 1. Introduction

The rapid advancement of AI has profoundly reshaped pedagogical practices in higher education, particularly in language learning contexts. In applied linguistics and EFL education, AI technologies have been widely explored for their potential to support language skills such as writing, grammar, and vocabulary acquisition (Godwin-Jones, 2018; Chen *et al.*, 2020). However, despite the growing body of research on AI-assisted language learning, AI integration in EFL literature education at the university level remains underexplored and theoretically fragmented.



Literature education occupies a distinctive position within EFL curricula, as it prioritises interpretative inquiry, aesthetic engagement, critical thinking, and cultural meaning-making rather than procedural language skills (Hall, 2015; Langer, 2011). From a reader-response perspective, literary meaning emerges through dynamic interaction between text and reader, shaped by linguistic competence, cultural knowledge, and personal experience (Rosenblatt, 1995). The introduction of AI into this interpretative space raises fundamental pedagogical and epistemological questions concerning authorship, interpretative authority, and the role of technology in humanistic education (Eagleton, 2008; Selwyn, 2022).

Recent developments in generative AI, natural language processing (NLP), and conversational agents have further intensified these debates. Tools such as large language models and educational chatbots can generate literary analyses, discussion prompts, and feedback at unprecedented speed and scale (Godwin-Jones, 2023; Zhai, 2022). While these capabilities offer new opportunities for scaffolding literary learning, they also risk promoting surface-level interpretation, epistemic dependence, and ethical ambiguity if used without pedagogical mediation (Williamson and Eynon, 2020; UNESCO, 2023).

Against this backdrop, there is a clear need for a systematic, theory-informed synthesis of research on AI-driven approaches specifically within university-level EFL literature classrooms. Existing reviews tend to focus on AI in general education or language skill development, leaving literature pedagogy marginalised or treated instrumentally (Luckin *et al.*, 2016; Chen *et al.*, 2020). This review addresses this gap by examining how AI technologies are conceptualised, implemented, and evaluated in EFL literature education, with particular attention to pedagogical practices, theoretical foundations, and ethical considerations.

Accordingly, this study adopts a PRISMA-aligned systematic review methodology to address the following guiding concerns: (a) what types of AI tools are used in EFL literature teaching at the university level; (b) how these tools are pedagogically integrated; (c) what impacts they have on teaching and learning; and (d) what challenges and ethical issues accompany their use. By foregrounding literature education as a distinct pedagogical domain, this review seeks to contribute to more human-centred, theoretically grounded, and ethically responsible AI integration in EFL higher education.

## 2. Conceptual and Theoretical Framework

In response to the conceptual fragmentation and limited theoretical integration identified in research on AI in EFL literature education, this review adopts an integrated conceptual and theoretical framework to guide analysis and synthesis. Rather than conceptualising AI as an autonomous instructional agent or as a value-neutral technological innovation, the framework positions AI as a *pedagogically mediated resource* whose educational significance is shaped by instructional design, theoretical orientation, and ethical governance (Luckin et al., 2016; Selwyn, 2022).

This positioning is particularly important in literature education, which is grounded in interpretative inquiry, dialogic engagement, and humanistic epistemologies. Literary learning foregrounds meaning-making, ambiguity, and critical reflection rather than procedural mastery or efficiency-driven outcomes (Eagleton, 2008; Hall, 2015). Consequently, any integration of AI into EFL literature classrooms must be examined not only in terms of technological capability, but also with respect to how it mediates interpretative practices, learner agency, and ethical responsibility.

## 2.1 Theoretical Foundations

The framework is informed first by sociocultural theory, which conceptualises learning as a socially mediated process shaped by interaction, cultural tools, and guided participation (Vygotsky, 1978). From this perspective, AI technologies function as *mediational artefacts* that can support learners' engagement with literary texts by scaffolding comprehension, prompting dialogue, and structuring interpretative tasks. This view is particularly relevant in EFL literature education, where learners often encounter linguistic and cultural barriers that require sustained pedagogical mediation rather than automated solution provision.

Complementing this orientation, reader-response theory foregrounds the active role of readers in constructing literary meaning through interaction with texts, contexts, and personal experience (Rosenblatt, 1995). Within EFL literature pedagogy, this theoretical stance challenges transmissive models of interpretation and emphasises interpretative plurality, dialogic exchange, and reader positioning (Kramsch and Kramsch, 2000; Hall, 2015). Applied to AI-supported instruction, reader-response theory underscores the importance of framing AI-generated outputs as *tentative and contestable interpretative artefacts* rather than authoritative explanations.

The framework further draws on constructivist learning theory, which emphasises active engagement, inquiry, and reflective knowledge construction (Mayer, 2020). In literature education, constructivist approaches prioritise iterative interpretation, metacognitive awareness, and the negotiation of



meaning. AI tools may support these processes by facilitating exploration, revision, and comparison of interpretations, provided their use is embedded within pedagogically structured tasks and guided reflection rather than procedural automation.

Finally, the review is informed by principles of human-centred artificial intelligence, which advocate for transparency, explainability, and the augmentation—rather than replacement—of human judgement in educational contexts (Shneiderman, 2020). This perspective aligns with broader critiques of technological determinism in education (Selwyn, 2022) and is particularly salient in literature teaching, where interpretative authority, ethical judgement, and critical agency must remain with instructors and learners.

## 2.2 Conceptual Framework for AI-Mediated EFL Literature Education

Building on these theoretical foundations, the review advances an integrative conceptual framework to synthesise how AI is conceptualised and operationalised across existing studies (see Figure 1). The framework is intended as an *analytical lens* rather than a prescriptive model, enabling systematic comparison of diverse pedagogical approaches within university-level EFL literature education.

Within the framework, AI-driven technologies—including natural language processing tools, generative AI systems, conversational agents, and adaptive learning platforms—constitute the technological inputs to literature instruction (Underwood, 2019; Elkins and Chun, 2020; Huang et al., 2019). Crucially, these tools are not assumed to produce learning outcomes directly. Instead, their pedagogical impact is mediated through instructional design, teacher guidance, and opportunities for critical engagement, consistent with arguments for pedagogically grounded technology integration in language education (Bax, 2011; Luckin et al., 2016).

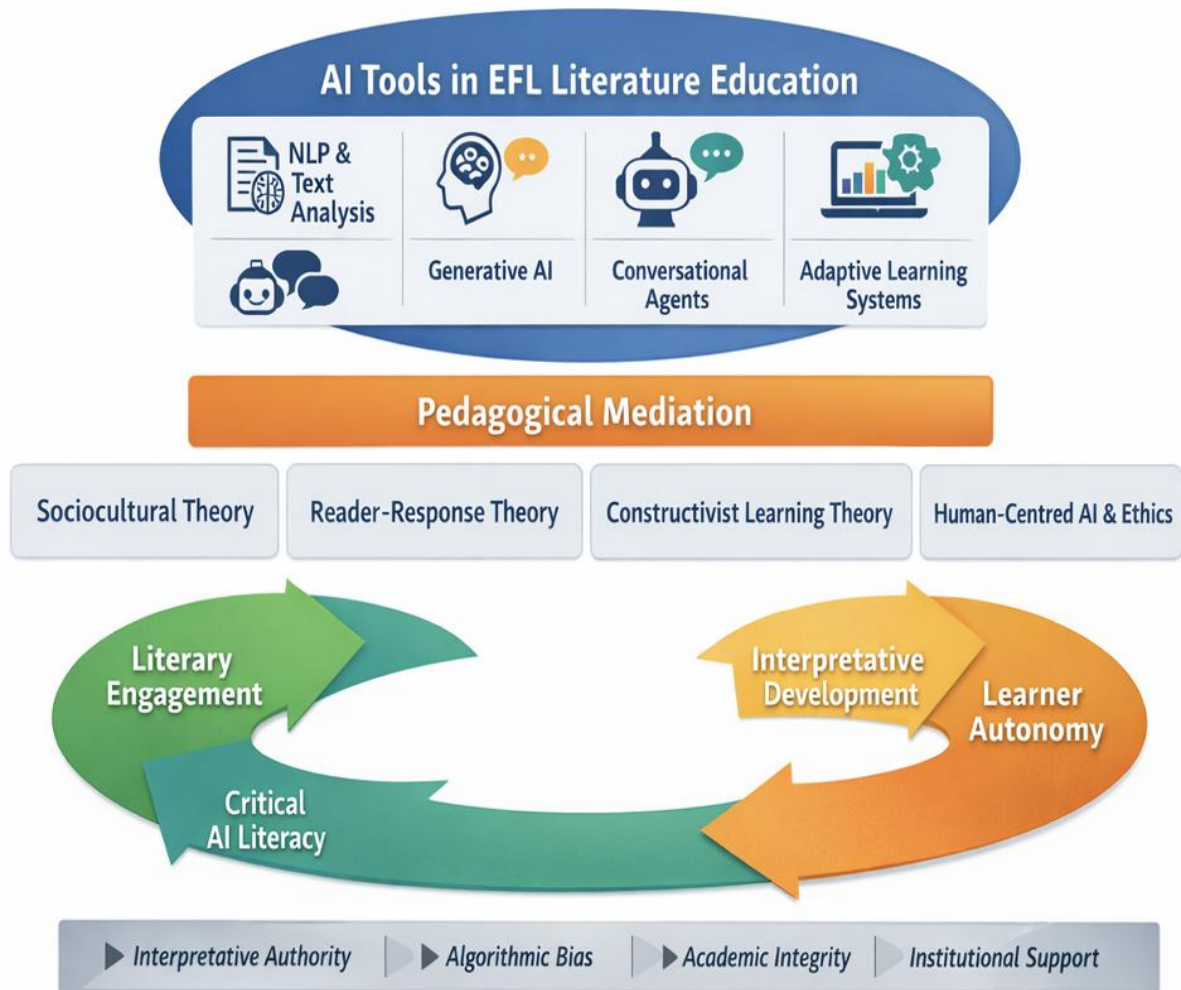
This mediational layer is explicitly informed by the theoretical perspectives outlined above. Sociocultural theory frames AI as a tool for guided interaction and scaffolded participation; reader-response theory situates AI outputs within dialogic and plural interpretative practices; and constructivist learning theory emphasises learners' active engagement with texts and interpretative processes. Together, these perspectives ensure that AI integration remains aligned with the epistemological foundations of literature education rather than driven by technological novelty or efficiency imperatives.

Ethical governance is positioned as a cross-cutting dimension of the framework. Issues such as academic integrity, algorithmic bias, transparency, and data privacy shape both the adoption and evaluation of AI in educational



contexts (Floridi and Cowls, 2019; UNESCO, 2023; Zhang and Hyland, 2022). By foregrounding ethics alongside pedagogy and theory, the framework aligns with international policy guidance and scholarly calls for responsible, human-centred AI use in higher education (European Commission, 2022; Shneiderman, 2020).

The framework identifies four interrelated educational outcomes recurrently addressed in the reviewed literature: enhanced literary engagement, interpretative development, learner autonomy, and critical AI literacy. These outcomes reflect established goals of literature education (Langer, 2011; Hall, 2015) while extending them to encompass critical awareness of algorithmic systems and AI-generated discourse (Williamson and Eynon, 2020; UNESCO, 2023). Importantly, these outcomes are connected through an iterative feedback loop, highlighting the reflective and dialogic nature of AI-mediated literature learning.



**Figure 1. Conceptual framework for AI-mediated EFL literature education at the university level:** The framework positions AI as a



pedagogically mediated resource in EFL literature education. AI tools are integrated through instruction informed by sociocultural, reader-response, and constructivist principles and shaped by ethical governance. Key outcomes include enhanced literary engagement, interpretative development, learner autonomy, and critical AI literacy.

### 2.3 Analytical Alignment of Theory and Review Constructs

While Figure 1 provides a visual synthesis of the conceptual logic underpinning this review, further analytical clarification is necessary to demonstrate how theoretical perspectives are operationalised across the manuscript. In theory-informed review research, such clarification is essential for ensuring conceptual transparency and analytical coherence. Importantly, the theoretical perspectives informing this review are applied as analytical lenses across clusters of empirically related studies, rather than being treated as frameworks explicitly or uniformly adopted by all individual articles.

Accordingly, Table 1 maps the theoretical foundations informing this review to their core pedagogical constructs, representative AI-mediated instructional functions, and the sections of the manuscript in which these perspectives are enacted. The table does not introduce new theoretical claims; rather, it makes explicit how sociocultural, reader-response, constructivist, and human-centred AI perspectives structure the synthesis of AI-driven pedagogical approaches (Section 4), reported pedagogical impacts (Section 5), and ethical challenges and limitations (Section 6).

**Table 1. Theoretical Foundations and Pedagogical Constructs in AI-Mediated EFL Literature Education**

Theoretical Framework	Core Pedagogical Constructs	AI-Mediated Functions in Literature Teaching	Sections
Sociocultural Theory (Vygotsky, 1978)	Mediation; scaffolding; guided interaction	Chatbots and adaptive tools scaffold interpretation and support dialogic engagement	2, 4, 5
Reader-Response Theory (Rosenblatt, 1995)	Meaning-making; interpretative plurality	AI outputs used as comparative prompts within dialogic literary discussion	2, 4, 5
Constructivist Learning Theory (Mayer, 2020)	Active inquiry; reflection; revision	AI supports drafting, revision, and inquiry-based literary analysis	2, 4, 5
Human-Centred AI (Shneiderman, 2020)	Augmentation; transparency; human agency	Instructor-mediated AI use; explainable and non-authoritative outputs	2, 6
AI Ethics (Floridi & Cowls, 2019;	Integrity; fairness; accountability	Governance of AI use, bias awareness, and academic	2, 6



UNESCO, 2023)

integrity policies

By explicating the relationship between theory and analysis, Table 1 complements the conceptual framework by clarifying how sociocultural, reader-response, constructivist, and human-centred AI perspectives inform the discussion of AI-driven approaches (Section 4), pedagogical impacts on teaching and learning (Section 5), and challenges, ethical issues, and limitations (Section 6). This alignment ensures that the synthesis remains conceptually coherent and grounded in established educational theory, rather than being driven solely by technological categorisation.

### 3. Methodology

Consistent with the aims outlined in the introduction and the conceptual orientation established in Section 2, this study adopts a systematic review methodology to synthesise research on AI-driven approaches in university-level EFL literature education. Given the emerging and interdisciplinary nature of this research area, a structured and transparent review process was necessary to identify, evaluate, and interpret relevant studies while maintaining conceptual coherence.

The review was conducted in alignment with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which provide a widely recognised framework for documenting study identification, screening, and selection processes in systematic reviews. In line with established practice in education research, PRISMA was used as a *procedural and reporting framework* rather than as a methodological or analytical theory. The interpretative synthesis of findings was guided by a thematic analytical approach informed by the conceptual framework outlined in Section 2.

#### 3.1 Search Strategy and Data Sources

A comprehensive literature search was conducted across major academic databases commonly used in applied linguistics, education, and educational technology research, including Scopus, Web of Science, and ERIC. These databases were selected to ensure coverage of peer-reviewed studies spanning EFL education, literature pedagogy, and AI-enhanced learning.

Search strings were developed iteratively to reflect the interdisciplinary scope of the review and to align with the conceptual framework outlined in Section 2. Keywords combined terms related to artificial intelligence (e.g., *artificial intelligence, generative AI, chatbots, natural language processing*), literature education (e.g., *literature teaching, literary analysis, literature pedagogy*), and



EFL or higher education contexts (e.g., *EFL, foreign language, university, higher education*). Boolean operators were used to refine and combine search terms. In addition, reference lists of relevant studies were manually screened to identify further publications of potential relevance, a strategy commonly used in systematic reviews of emerging research areas.

### 3.2 Inclusion and Exclusion Criteria

To ensure conceptual relevance and analytical consistency, studies were included in the review based on clearly defined criteria. Eligible studies were required to:

- (1) focus on the use of AI-driven tools, systems, or computational techniques in educational contexts;
- (2) address literature teaching, literary analysis, or sustained engagement with literary or extended textual materials, including interpretative and dialogic practices;
- (3) be situated within EFL or foreign/second language education at the university or tertiary education level; and
- (4) be published in peer-reviewed academic journals.

Studies were also included where AI-supported textual interpretation, dialogue, or adaptive learning was examined in ways directly relevant to pedagogical mediation in literature education, even when literature instruction was embedded within broader reading, interpretation, or textual analysis practices rather than labelled explicitly as “literature teaching”.

Studies were excluded if they focused exclusively on general language skills (e.g., grammar, vocabulary acquisition, or test preparation) without sustained engagement with literary or extended texts; if they addressed AI use in non-EFL or pre-tertiary contexts; or if they were purely conceptual or opinion-based commentaries without substantive discussion of pedagogical practice. Conference abstracts, dissertations, and non-peer-reviewed publications were also excluded to maintain the academic quality and comparability of the dataset.

This combination of criteria reflects the interpretative and interdisciplinary nature of literature education, where literary learning frequently intersects with reading, discourse, and textual analysis practices rather than constituting a narrowly bounded instructional category.



### 3.3 Study Selection and Screening Process

The study selection process followed the PRISMA 2020 flow model and involved four stages: identification, screening, eligibility assessment, and final inclusion. The process is summarised in the PRISMA flow diagram (Figure 2).

The initial database search across Scopus, Web of Science, and ERIC yielded 312 records. Following the removal of 92 duplicate records, 220 unique records remained for title and abstract screening. At this stage, 162 records were excluded due to clear irrelevance to artificial intelligence use, literature-related pedagogy, EFL or foreign language contexts, or higher education settings.

The full texts of 58 articles were subsequently assessed for eligibility. Of these, 29 studies were excluded for failing to meet one or more inclusion criteria, including a primary focus on general language skills rather than literary or interpretative engagement, non-tertiary educational contexts, or the absence of substantive pedagogical discussion.

As a result, 29 empirical studies met the inclusion criteria and were retained for qualitative synthesis in this review.

Within this final corpus, a distinction was made between core empirical studies directly investigating AI-mediated literature or interpretative learning in tertiary EFL or foreign language contexts, and contextual empirical studies that examined AI-supported textual interpretation, dialogue, or adaptive learning in closely related higher education settings. The latter were included to inform theory-driven synthesis and conceptual analysis rather than to generate standalone instructional claims.

Throughout the selection process, particular attention was paid to conceptual alignment with the review's focus on pedagogically mediated, theoretically grounded, and ethically informed uses of AI in university-level EFL literature education, rather than on technological novelty alone.





تدريس الادب باستخدام الذكاء الاصطناعي: مراجعة متوافقة مع معايير PRISMA لأساليب الذكاء الاصطناعي  
المعتمدة تربويا في صفوف اللغة الإنجليزية كلغة اجنبية بالجامعات



## Identification Records identified database searching

Scopus, Web of Science, ERC (n = 312)



Duplicate records removed (n = 92)



## Screening Records screened (title and abstract)

(n = 220)



Records excluded Not related to AI use, (n = 162<sup>n</sup>)

- Not related to AI use, literature-related pedagogy, EFL/foreign language contexts, or higher education



Eligibility Full-text articles assessed for eligibility (n = 58)

Full-text articles excluded, with reasons

- Focus on general language skills rather than literary or interpretative engagement
- Non-tertiary educational contexts
- Absence of substantive pedagogical discussion (n = 29)



Studies included in qualitative synthesis (n = 29)

Included studies comprise both core empirical studies of AI-mediated literature learning and contextual empirical studies informing theory-driven synthesis.

**Figure 2. PRISMA 2020 flow diagram of the study selection process:** The diagram summarises the identification, screening, eligibility assessment, and final inclusion of studies reviewed in accordance with PRISMA 2020 guidelines.

### 3.4 Data Extraction and Analytical Approach

Data extraction focused on features directly relevant to the analytical aims of the review rather than on exhaustive methodological detail. Extracted data included information on educational context, type of AI technology employed, pedagogical purpose, stated or implicit theoretical framing, reported pedagogical impacts, and identified challenges or ethical concerns.

The synthesis adopted a thematic analytical approach, drawing on principles of qualitative thematic analysis as articulated by Braun and Clarke (2006). Rather than categorising studies solely by AI tool type, the analysis prioritised pedagogical function, theoretical orientation, and ethical considerations. This approach enabled the identification of recurring patterns and tensions, and conceptual gaps across studies while remaining sensitive to the interpretative and contextual nature of literature education.

Themes were developed iteratively through close reading and comparison of studies and were interpreted through the conceptual framework outlined in Section 2. This theory-informed synthesis allowed the review to move beyond descriptive mapping towards analytical integration.

### 3.5 Methodological Limitations

As with all systematic reviews, this study is subject to several limitations. The focus on peer-reviewed journal articles may have excluded innovative or emerging practices reported in grey literature, policy documents, or professional reports (UNESCO, 2021, 2023). In Addition, the rapid evolution of AI technologies means that some reviewed studies may already reflect tools or systems that have since been updated or replaced, which may limit the temporal generalisability of specific findings.

Furthermore, the diversity of study designs and outcome measures precluded quantitative synthesis or meta-analysis. Instead, the review prioritised conceptual coherence and pedagogical interpretation, consistent with its focus on literature education as a humanistic and interpretative domain.

These limitations are considered in the interpretation of findings and in the identification of directions for future research.





#### 4. AI-Driven Approaches in EFL Literature Teaching

Guided by the conceptual framework outlined in Section 2 and the methodological approach described in Section 3, this section synthesises AI-driven approaches to EFL literature teaching reported in the reviewed studies. In keeping with human-centred and pedagogically mediated perspectives on educational technology, the literature is organised according to the pedagogical functions that AI tools serve rather than by technological categories alone (Luckin *et al.*, 2016; Selwyn, 2022).

Across the reviewed studies, AI applications cluster around four broad pedagogical functions: support for literary textual analysis, facilitation of interpretative dialogue, scaffolding of writing and response tasks, and personalisation of learning trajectories. These functions correspond closely to core instructional practices in literature education and align with the sociocultural, constructivist, and reader-response perspectives underpinning this review.

##### 4.1 AI Support for Literary Textual Analysis

A substantial strand of research examines the use of AI-driven tools to support textual analysis and close reading in EFL literature classrooms. Natural language processing applications and computational text analysis tools are commonly employed to assist learners in identifying lexical patterns, stylistic features, thematic structures, and formal regularities in literary texts (Underwood, 2019; Elkins and Chun, 2020). In EFL contexts, such tools are often positioned as supports that reduce linguistic barriers and enable learners to engage more confidently with complex literary language.

However, scholars consistently caution against treating computational outputs as substitutes for interpretative reasoning. From a literary-theoretical perspective, meaning in literary texts cannot be reduced to quantifiable features alone, as interpretation remains contingent on cultural, contextual, and readerly engagement (Eagleton, 2008; Widdowson, 2004). Consequently, studies emphasise that AI-supported textual analysis is most pedagogically effective when embedded within instructor-guided tasks that explicitly connect computational observations to interpretative discussion.

Viewed through a constructivist lens, these tools function as cognitive scaffolds that enable learners to focus on interpretative inquiry rather than surface-level decoding (Mayer, 2020). Their educational value thus depends on pedagogical framing rather than technological sophistication.



## 4.2 Generative AI and Interpretative Dialogue

An emerging body of literature explores the use of generative AI systems to support interpretative dialogue in literature classrooms. In these studies, AI-generated summaries, thematic analyses, or discussion prompts are deliberately framed as *tentative* or *partial* interpretations rather than authoritative readings (Godwin-Jones, 2023; Zhai, 2022). This pedagogical positioning aligns closely with reader-response theory, which foregrounds interpretative plurality and dialogic meaning-making (Rosenblatt, 1995).

When used as objects of critique or comparison, generative AI outputs can prompt students to articulate, justify, and refine their own interpretations. However, the literature also highlights the risk of epistemic over-reliance on AI-generated interpretations if pedagogical boundaries are not clearly established (Selwyn, 2022; Williamson and Eynon, 2020). Accordingly, studies emphasise the central role of instructor mediation in framing AI contributions as resources for discussion rather than as sources of interpretative authority.

## 4.3 Conversational Agents and Interpretive Scaffolding

Conversational agents and educational chatbots constitute another recurring AI application in EFL literature education. Drawing on advances in natural language processing, these tools are designed to simulate dialogic interaction by posing questions, offering prompts, or responding to student input (Huang et al., 2019). Within a sociocultural framework, such agents can be understood as mediational tools that support learning through guided interaction (Vygotsky, 1978).

The reviewed studies suggest that conversational agents are most effective when their pedagogical role is clearly delimited and integrated into instructor-led activities. When used to scaffold interpretative processes—such as guiding students through analytical questions or prompting reflection—chatbots can support learner engagement without displacing the teacher’s role as facilitator and evaluator. Conversely, studies caution that poorly designed conversational agents risk promoting formulaic responses or surface-level engagement with literary texts.

## 4.4 Adaptive Systems and Personalised Engagement

A smaller but growing body of research examines the use of adaptive and personalised learning systems in EFL literature education. These systems adjust



content, task sequencing, or feedback in response to learners' proficiency levels and interaction patterns (Xie et al., 2019). In literature contexts, adaptive systems are most commonly used to scaffold reading comprehension, vocabulary support, or writing tasks associated with literary study rather than to automate interpretative judgement.

From a constructivist perspective, such systems align with learner-centred approaches that emphasise differentiated pathways and self-regulated learning (Mayer, 2020). However, scholars caution that overly instrumental applications risk reducing literature learning to discrete and measurable micro-skills, thereby marginalising interpretative depth and aesthetic engagement (Hall, 2015; Kramsch and Kramsch, 2000). Effective implementation therefore requires careful alignment between adaptive technologies and the interpretative aims of literature education.

## 5. Pedagogical Impacts on Teaching and Learning

Building on the AI-driven approaches identified in Section 4, this section synthesises the pedagogical impacts of AI-mediated practices on teaching and learning in university-level EFL literature classrooms. Rather than treating impact as a uniform or technologically determined outcome, the reviewed studies emphasise that pedagogical effects emerge through instructional design, theoretical framing, and ethical mediation (Luckin et al., 2016; Selwyn, 2022). Consistent with the conceptual framework outlined in Section 2, the analysis focuses on four interrelated dimensions of impact: literary engagement, interpretative development, learner autonomy, and critical AI literacy.

### 5.1 Literary Engagement

Across the reviewed studies, AI-supported literature instruction is frequently associated with increased student engagement with literary texts. Tools that scaffold comprehension, visualise textual patterns, or prompt discussion appear to lower affective and linguistic barriers, particularly for EFL learners encountering complex or culturally unfamiliar texts (Hall, 2015; Langer, 2011).

From a sociocultural perspective, engagement is understood not merely as individual motivation, but as participation in shared interpretative activity (Vygotsky, 1978). AI-mediated prompts and conversational tools can support such participation by encouraging students to articulate responses, pose questions, and interact with peers around literary texts (Huang et al., 2019). However, the literature also cautions that engagement gains are contingent on pedagogical integration; when AI tools are introduced without clear



interpretative purpose, engagement may remain superficial or task-oriented rather than dialogic.

## 5.2 Interpretative Development

Several studies report that AI-mediated activities can support the development of students' interpretative skills, particularly when AI outputs are used as comparative or critical reference points rather than as authoritative analyses (Rosenblatt, 1995; Godwin-Jones, 2023). By inviting students to evaluate, contest, or revise AI-generated interpretations, instructors can foreground interpretative plurality and epistemic uncertainty—central principles of literature education.

Nevertheless, the literature underscores the fragility of this pedagogical balance. Without explicit instructional framing, AI-generated interpretations risk narrowing interpretative space or encouraging epistemic dependence, particularly among less confident learners (Eagleton, 2008; Selwyn, 2022). Interpretative development, therefore, depends less on the sophistication of AI tools than on how they are positioned within dialogic and reflective learning tasks.

## 5.3 Learner Autonomy

AI tools are also associated with increased learner autonomy, particularly through opportunities for self-paced exploration, iterative drafting, and on-demand support. Adaptive feedback systems and conversational agents allow learners to test ideas, seek clarification, and revisit interpretations beyond scheduled class time (Xie et al., 2019; Huang et al., 2019).

From a constructivist perspective, such practices can support self-regulated and reflective learning (Mayer, 2020). However, studies caution against equating autonomy with isolation or technological self-sufficiency. In literature education, meaningful autonomy remains embedded within pedagogical guidance and communal interpretation, rather than independent consumption of AI-generated content (Hall, 2015; Kramsch and Kramsch, 2000).

## 5.4 Critical AI Literacy

An important but unevenly addressed pedagogical impact concerns the development of critical AI literacy. Some studies explicitly engage students in reflecting on the limitations, biases, and epistemic assumptions embedded in AI systems, extending literature education's traditional emphasis on critical reading to algorithmic texts and outputs (Selwyn, 2022; Williamson and Eynon, 2020).



Such practices align with human-centred AI principles that prioritise transparency, accountability, and the augmentation of human judgement (Shneiderman, 2020). However, the review indicates that critical AI literacy is often treated as an implicit or secondary outcome rather than as an explicit curricular objective. This gap suggests the need for more deliberate pedagogical design that integrates ethical and critical reflection into AI-mediated literature instruction (Floridi and Cowls, 2019; UNESCO, 2023).

## 6. Challenges, Ethical Issues, and Limitations

While the reviewed studies point to the pedagogical potential of artificial intelligence in EFL literature education, they also foreground a range of challenges and ethical concerns that complicate its implementation. Consistent with the conceptual framework outlined in Section 2, these issues are treated not as peripheral obstacles, but as integral dimensions shaping responsible and pedagogically sound AI integration (Selwyn, 2022; Floridi and Cowls, 2019).

Across the literature, challenges cluster around three interrelated areas: pedagogical and epistemological tensions, ethical risks, and practical and institutional constraints.

### 6.1 Pedagogical and Epistemological Challenges

A recurrent concern in the literature involves the risk that AI-generated outputs may inadvertently undermine students' interpretative agency. In literature education, interpretative ambiguity and multiplicity are central pedagogical values rather than problems to be resolved (Rosenblatt, 1995; Eagleton, 2008). When AI-generated interpretations are treated—implicitly or explicitly—as authoritative, there is a danger that students may defer to algorithmic outputs rather than engaging critically with literary texts.

This concern is amplified in EFL contexts, where learners may already experience uncertainty regarding linguistic competence and interpretative legitimacy. Without careful pedagogical framing, AI tools risk narrowing interpretative space and encouraging surface-level engagement (Widdowson, 2004; Selwyn, 2022). The literature therefore emphasises the continued centrality of instructor mediation in designing tasks that position AI outputs as objects of critique rather than as interpretative endpoints.

### 6.2 Ethical Issues in AI-Mediated Literature Education

Ethical considerations constitute a major strand of concern across the reviewed studies. Academic integrity is among the most frequently cited issues, particularly in relation to generative AI systems capable of producing literary

analyses, summaries, or essays (Zhang and Hyland, 2022; UNESCO, 2023). In literature education, where assessment often values originality of interpretation, the use of AI-generated text raises complex questions about authorship, originality, and acceptable academic practice.

Algorithmic bias represents another ethical challenge. AI systems trained on large-scale textual corpora may reproduce dominant cultural assumptions, marginalise non-canonical perspectives, or privilege particular interpretative norms (Floridi and Cowls, 2019; Selwyn, 2022). Such biases are especially consequential in literature education, which aims to foster critical engagement with diverse voices and cultural contexts.

Transparency and explainability also emerge as significant concerns. From a human-centred AI perspective, learners and instructors must be able to understand the limitations and operational logic of AI tools in order to use them responsibly (Shneiderman, 2020). The opacity of many AI systems complicates this requirement and reinforces the need for explicit pedagogical discussion of how AI-generated outputs are produced and constrained.

### 6.3 Practical and Institutional Constraints

Beyond pedagogical and ethical issues, the literature highlights several practical and institutional challenges that shape AI adoption in EFL literature education. These include unequal access to AI technologies, variability in instructors' technological and pedagogical expertise, and the rapid pace of technological change (Luckin et al., 2016; Williamson and Eynon, 2020).

Several studies note that instructors often bear disproportionate responsibility for interpreting institutional policies, designing ethical safeguards, and adapting curricula in the absence of clear guidance (Selwyn, 2022). Without sustained institutional support, professional development opportunities, and coherent policy frameworks, the pedagogical potential of AI in literature education risks remaining unevenly realised.

Furthermore, the fast-evolving nature of AI tools poses challenges for curriculum stability and assessment design. Practices deemed acceptable or effective at one point may quickly become outdated, underscoring the need for flexible and principle-driven approaches rather than tool-specific prescriptions (UNESCO, 2023).

## 7. Research Gaps and Future Directions



Despite the expanding body of research on artificial intelligence in education, this review reveals several persistent gaps in the literature on AI-mediated EFL literature education. These gaps are not only empirical, but also theoretical, methodological, and contextual, reflecting the early and interdisciplinary nature of research in this area (Chen et al., 2020; Williamson and Eynon, 2020).

### 7.1 Theoretical Underdevelopment

A central gap concerns the limited and uneven use of educational and literary theory in empirical studies. While many studies report positive outcomes associated with AI use, relatively few explicitly articulate how sociocultural, constructivist, or reader-response theories inform pedagogical design or interpretative practices (Chen et al., 2020; Selwyn, 2022). As a result, AI is often discussed in functional or instrumental terms, with insufficient attention to how it mediates meaning-making in literature education.

Future research would benefit from more explicit theoretical positioning, particularly studies that examine how AI tools interact with interpretative plurality, dialogic learning, and aesthetic engagement—core dimensions of literature pedagogy (Rosenblatt, 1995; Hall, 2015). Theory-informed designs would enable more robust explanation of *why* certain AI-mediated practices succeed or fail, rather than merely documenting outcomes.

### 7.2 Methodological Limitations and Research Design

The reviewed literature is characterised by a predominance of short-term, small-scale, and exploratory studies, often focused on pilot implementations of specific AI tools (Luckin et al., 2016; Chen et al., 2020). While such studies provide valuable initial insights, they offer limited evidence regarding the sustainability or long-term pedagogical impact of AI integration in literature education.

There is a clear need for longitudinal and mixed-methods research that examines how sustained engagement with AI-mediated literature instruction influences learners' interpretative development, autonomy, and critical awareness over time (Mayer, 2020). Design-based research approaches may be particularly valuable, as they allow iterative refinement of pedagogical practices while remaining grounded in theory.

### 7.3 Contextual and Learner Diversity

Another significant gap concerns the limited attention to contextual variation and learner diversity. Many studies are conducted in technologically well-resourced institutions, often without detailed consideration of cultural,

linguistic, or institutional factors shaping AI use (Williamson and Eynon, 2020). In EFL literature education, where cultural interpretation and linguistic proficiency are central, such contextual factors are especially consequential.

Future research should therefore explore how AI-mediated literature pedagogy operates across diverse educational contexts, including institutions with varying levels of technological access and students with differing linguistic and literary backgrounds (Pennycook, 2017; Kramsch and Kramsch, 2000). Comparative and cross-cultural studies would help illuminate how AI tools mediate literature learning in ways that are culturally situated rather than universally applicable.

#### 7.4 Ethics-Focused and Critical Inquiry

Although ethical concerns are frequently acknowledged in the literature, they are often treated descriptively rather than analytically. Issues such as academic integrity, algorithmic bias, and transparency are typically discussed as risks to be managed rather than as phenomena requiring sustained pedagogical and empirical investigation (Floridi and Cows, 2019; UNESCO, 2023).

Future research should move beyond listing ethical challenges to examining how ethical considerations are negotiated in practice within literature classrooms. Studies that investigate how instructors and students interpret, resist, or appropriate AI systems can contribute to a more nuanced understanding of ethical agency in AI-mediated education (Selwyn, 2022; Shneiderman, 2020). Such work would also support the development of critical AI literacy as an explicit outcome of literature education.

### 8. Implications for Curriculum Design and Policy

The findings of this review carry important implications for curriculum design, teacher education, and institutional policy in higher education. Given the interpretative and humanistic orientation of literature education, the integration of artificial intelligence should be approached as a pedagogical and curricular issue rather than as a purely technological intervention (Hall, 2015; Selwyn, 2022).

#### 8.1 Curriculum Design in EFL Literature Programmes

At the curriculum level, AI integration should be aligned with the core aims of literature education, including interpretative inquiry, critical thinking, and cultural meaning-making. Rather than positioning AI as an ancillary digital



skill, curriculum designers should consider how AI-mediated activities support established learning outcomes related to literary analysis and reader engagement (Langer, 2011; Rosenblatt, 1995).

The reviewed literature suggests that AI tools are most educationally meaningful when embedded within literature modules as mediational resources that support discussion, comparison, and reflection, rather than as mechanisms for automating interpretation (Luckin et al., 2016). This alignment requires explicit articulation of how AI use contributes to interpretative processes, for example by prompting alternative readings, supporting linguistic access to complex texts, or facilitating iterative drafting of literary responses (Mayer, 2020).

In addition, the inclusion of critical AI literacy as an explicit curricular outcome represents an important extension of literature education's traditional emphasis on critical reading. By engaging students in examining the assumptions, limitations, and cultural biases embedded in AI-generated texts, curricula can connect literary analysis with broader forms of critical digital literacy (Selwyn, 2022; Williamson and Eynon, 2020).

## 8.2 Implications for Teacher Education and Professional Development

The review also highlights significant implications for teacher education and ongoing professional development. Instructors play a central mediating role in determining how AI tools are framed, used, and evaluated in literature classrooms. Consequently, professional development initiatives must move beyond technical training to address pedagogical design, interpretative framing, and ethical decision-making (Luckin et al., 2016; Shneiderman, 2020).

Teacher education programmes should therefore incorporate opportunities for instructors to critically evaluate AI tools in relation to literary pedagogy, rather than adopting them on the basis of efficiency or novelty. Such preparation is particularly important in EFL contexts, where instructors must navigate linguistic support, cultural interpretation, and ethical considerations simultaneously (Kramsch and Kramsch, 2000; Pennycook, 2017).

## 8.3 Institutional Policy and Ethical Governance

At the institutional level, the findings of this review underscore the need for clear and context-sensitive policies governing AI use in literature education. Issues of academic integrity, data privacy, transparency, and algorithmic bias cannot be addressed solely at the level of individual courses or instructors (Floridi and COWLS, 2019; UNESCO, 2023).



Institutions should develop policy frameworks that support responsible and human-centred AI integration while allowing pedagogical flexibility. Overly restrictive policies risk discouraging pedagogical experimentation, whereas the absence of guidance places disproportionate responsibility on individual instructors (Selwyn, 2022). Balanced policy approaches should therefore articulate principles—such as transparency, accountability, and pedagogical purpose—rather than prescribing specific tools or practices.

Importantly, institutional policies should recognise the distinctive epistemological status of literature education. Unlike skill-based language instruction, literature pedagogy prioritises interpretative openness and critical judgement, requiring AI governance frameworks that respect disciplinary values rather than imposing uniform technological standards across curricula (Hall, 2015; Widdowson, 2004).

## 9. Conclusion

This review synthesised research on AI-driven approaches to teaching literature in university-level EFL contexts, addressing the conceptual fragmentation that has characterised much of the existing literature. Using a PRISMA-aligned systematic review methodology and an integrated conceptual framework, the study conceptualised artificial intelligence not as an autonomous instructional agent, but as a pedagogically mediated resource embedded within human-centred literature education.

The synthesis indicates that AI technologies can enhance literary engagement, support interpretative development, foster learner autonomy, and promote emerging forms of critical AI literacy. However, these outcomes are not technologically guaranteed. Across the reviewed studies, the pedagogical value of AI was shown to depend on instructional design, theoretical grounding, and ethical governance. When framed dialogically and critically, AI tools can enrich interpretative inquiry; when used unreflectively, they risk constraining interpretative agency and obscuring ethical responsibility.

By integrating sociocultural theory, reader-response theory, constructivist learning theory, and human-centred AI principles, this review contributes a coherent analytical lens for understanding AI integration in EFL literature education as a distinct pedagogical domain. It extends existing AI-in-language-education research by foregrounding interpretation, authority, and ethical mediation as central concerns, with clear implications for curriculum design, teacher education, and institutional policy.



The study is necessarily limited by its reliance on peer-reviewed literature and by the rapid evolution of AI technologies, which may render some practices transient. The relative scarcity of longitudinal and theory-driven empirical research further constrains claims about sustained pedagogical impact. These limitations underscore the need for future research that is longitudinal, context-sensitive, and explicitly theory-informed.

Overall, the review supports a reframing of AI in EFL literature education as a mediational pedagogical resource that augments, rather than replaces, human interpretation, contributing to more theoretically grounded and ethically responsible approaches to literature teaching in multilingual university contexts.

## References

- Bax, S. (2011) 'Normalisation revisited: The effective use of technology in language education', *International Journal of Computer-Assisted Language Learning and Teaching*, 1(2), pp. 1–15. <https://doi.org/10.4018/ijcallt.2011040101>
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chen, X., Xie, H., Zou, D. and Hwang, G.J. (2020) 'Application and theory gaps during the rise of artificial intelligence in education', *Computers and Education: Artificial Intelligence*, 1, 100002. <https://doi.org/10.1016/j.caeai.2020.100002>
- Council of Europe (2018) *Common European Framework of Reference for Languages: Companion volume*. Strasbourg: Council of Europe Publishing.
- Eagleton, T. (2008) *Literary theory: An introduction*. 2nd edn. Oxford: Blackwell.
- Elkins, K. and Chun, J. (2020) 'Can AI read poetry? Rhyme, meter, and meaning', *Journal of Cultural Analytics*, 5(1), pp. 1–30. <https://doi.org/10.22148/001c.11827>
- European Commission (2022) *Ethical guidelines on the use of artificial intelligence and data in education*. Brussels: European Union.



Floridi, L. and Cowls, J. (2019) 'A unified framework of AI ethics', *Harvard Data Science Review*, 1(1). <https://doi.org/10.1162/99608f92.8cd550d1>

Godwin-Jones, R. (2018) 'Emerging technologies: AI and language learning', *Language Learning & Technology*, 22(3), pp. 4–11.

Godwin-Jones, R. (2023) 'ChatGPT and the future of language learning', *Language Learning & Technology*, 27(2), pp. 1–7.

Hall, G. (2015) *Literature in language education*. 2nd edn. London: Palgrave Macmillan.

Huang, J., Spector, J.M. and Yang, J. (2019) 'Educational chatbots for learning: A review', *Educational Technology & Society*, 22(3), pp. 1–15.

Hyland, K. and Hyland, F. (2019) *Feedback in second language writing*. Cambridge: Cambridge University Press.

Kramsch, C. and Kramsch, O. (2000) 'The avatars of literature in language study', *The Modern Language Journal*, 84(4), pp. 553–573. <https://doi.org/10.1111/0026-7902.00087>

Langer, J.A. (2011) *Envisioning literature: Literary understanding and literature instruction*. 2nd edn. New York: Teachers College Press.

Luckin, R., Holmes, W., Griffiths, M. and Forcier, L.B. (2016) *Intelligence unleashed: An argument for AI in education*. London: Pearson.

Mayer, R.E. (2020) *Multimedia learning*. 3rd edn. Cambridge: Cambridge University Press.

Pennycook, A. (2017) *The cultural politics of English as an international language*. London: Routledge.

Rosenblatt, L.M. (1995) *Literature as exploration*. 5th edn. New York: Modern Language Association.

Selwyn, N. (2022) 'AI and the limits of education', *European Educational Research Journal*, 21(4), pp. 617–630. <https://doi.org/10.1177/14749041221118479>

Shneiderman, B. (2020) 'Human-centered artificial intelligence: Reliable, safe, and trustworthy', *International Journal of Human-Computer Interaction*, 36(6), pp. 495–504. <https://doi.org/10.1080/10447318.2020.1741118>



Underwood, T. (2019) *Distant horizons: Digital evidence and literary change*. Chicago: University of Chicago Press.

UNESCO (2021) *AI and education: Guidance for policy-makers*. Paris: UNESCO.

UNESCO (2023) *Guidance on generative AI in education and research*. Paris: UNESCO.

Vygotsky, L.S. (1978) *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Widdowson, H.G. (2004) *Text, context, pretext: Critical issues in discourse analysis*. Oxford: Blackwell.

Williamson, B. and Eynon, R. (2020) 'Historical threads, missing links, and future directions in AI in education', *Learning, Media and Technology*, 45(3), pp. 223–235. <https://doi.org/10.1080/17439884.2020.1798995>

Xie, H., Chu, H.C., Hwang, G.J. and Wang, C.C. (2019) 'Trends and development in technology-enhanced collaborative learning', *Computers & Education*, 130, pp. 104–120. <https://doi.org/10.1016/j.compedu.2018.11.005>

Zhai, X. (2022) 'ChatGPT and AI in education: Opportunities and challenges', *Educational Technology Research and Development*, 71(1), pp. 1–6. <https://doi.org/10.1007/s11423-022-10156-5>

Zhang, L. and Hyland, K. (2022) 'Academic integrity and AI-generated texts', *Journal of English for Academic Purposes*, 57, 101086. <https://doi.org/10.1016/j.jeap.2022.101086>

Zuboff, S. (2019) *The age of surveillance capitalism*. New York: Public Affairs.

