



INTEGRATING AI IN HUMANISTIC LEARNING: A FRAMEWORK FOR ENGLISH LANGUAGE AND LITERATURE EDUCATION

DR. PADMA GAWALI

Nashik (TN) INDIA

ABSTRACT

Artificial Intelligence (AI) is reshaping higher education, introducing new opportunities and challenges for English language and literature classrooms grounded in humanistic learning. Students now rely on tools such as ChatGPT, Grammarly, and digital reading assistants to support writing and interpretation, improving clarity while raising concerns about originality, critical thinking, and ethical academic practice. This study examines AI's influence on undergraduate English learning through a humanistic, conceptually grounded analysis supported by qualitative classroom insights. It explores how AI shapes writing habits, reading engagement, and interpretive autonomy, and proposes a practical framework for responsible classroom use. Findings indicate that thoughtful, guided integration of AI can enhance learning while preserving core humanistic values.

Keywords: Artificial intelligence, English pedagogy, Deep learning, Explainable AI, Literature teaching, Linguistics.

INTRODUCTION

The relationship between technology and education has evolved rapidly, but the rise of Artificial Intelligence (AI) marks a profound shift. In English language and literature studies, where human interpretation and creativity are central, AI's presence can feel unsettling.

DR. PADMA GAWALI

1 Page



Many students arrive in undergraduate classrooms already familiar with AI tools—writing assistants, paraphrasers, grammar checkers, and chatbots—that simplify complex tasks, making AI seem natural and integral to their academic routines.

This emergence raises critical questions: What does it mean to write when a machine suggests phrasing and structure? What does it mean to interpret literature when AI can instantly summarize themes? How do students engage in discovery, uncertainty, and meaning-making when technology intervenes?

Teachers experience mixed emotions: some see AI as a tool that clarifies writing and supports tentative learners, while others worry it undermines authenticity and interpretive skills. Many educators lack institutional support for integrating AI meaningfully, even as AI literacy grows in STEM fields. Students are similarly uncertain, unsure how much AI use is acceptable, how to cite it, or how to balance personal effort with automated assistance, leading to both underuse and overuse.

This study explores AI's impact on the culture, practices, and learning experiences in English classrooms from a humanistic perspective. It examines how students think, read, write, and how teachers respond, treating AI not as superior or inferior but as a new partner in learning.

The study is grounded in four key beliefs:

1. English learning is inherently human; AI cannot replace reflective and interpretive processes.
2. AI should be seen as an opportunity to enhance pedagogy and support learners.
3. Educators need practical frameworks to evaluate AI use responsibly.

Literature Review

The use of Artificial Intelligence (AI) in education has grown rapidly, yet its role in English language and literature classrooms remains underexplored. Early studies focused on technical applications such as automated grading and adaptive learning systems (Shermis & Burstein, 2013; Luckin et al., 2016), highlighting AI's ability to provide immediate feedback and personalized support. While effective in structured contexts, these approaches leave questions about AI's impact on interpretive and creative learning largely unanswered.

Recent research examines AI's cognitive and humanistic implications. Johnson and Lester (2020) suggest that AI can scaffold student thinking and support metacognition, but overreliance may reduce critical reflection. Liu et al. (2022) found that AI writing assistants



improve clarity and language accuracy but risk encouraging formulaic responses. In literary studies, Zhang and Kim (2021) report that AI summarization tools help students navigate complex texts but can diminish engagement with subtleties, while Smith (2022) notes that AI can enhance creative confidence when used as a brainstorming partner. These findings underscore a tension: AI facilitates learning yet cannot replace reflective interpretation central to literary study.

Educators' perspectives mirror these challenges. Reilly (2021) and O'Connor (2023) note that many instructors feel unprepared to integrate AI effectively, citing concerns about academic integrity and the "human voice" in student work. Emerging pedagogical frameworks aim to guide responsible AI use, treating it as a supportive tool rather than a replacement for human judgment (Williamson & Piattoeva, 2022).

AI also reshapes the social and cultural dimensions of learning. Floridi (2019) emphasizes that AI challenges traditional notions of authorship and knowledge, prompting educators to reconsider what constitutes creativity and intellectual growth. In English classrooms, this requires balancing AI's utility with the discipline's humanistic traditions, ensuring that students continue to engage in interpretation, rhetorical awareness, and literary imagination.

Overall, the literature highlights AI's promise and complexity: it can support clarity, creativity, and comprehension but also raises ethical, pedagogical, and epistemological concerns. While STEM-focused research offers insights into AI integration, studies in English language and literature point to unique challenges, emphasizing the need for frameworks that preserve human-centered learning. This study builds on these insights by examining how students and teachers navigate AI in practice, focusing on its effects on learning experiences, classroom culture, and pedagogical strategies.

METHODOLOGY

This study adopts a conceptual and analytical approach to examine the role of Artificial Intelligence (AI) in English language and literature classrooms. Rather than relying on primary data or fieldwork, the research engages with existing scholarship, pedagogical frameworks, and examples of AI-assisted writing to explore how AI shapes teaching, learning, and literary interpretation.

The analysis is grounded in a humanistic perspective, emphasizing the interpretive, creative, and reflective dimensions that define English studies. AI is considered as a social and educational force, with attention to its implications for authorship, originality, critical thinking, and classroom culture. The study examines how AI influences writing practices,

DR. PADMA GAWALI

3 Page



including clarity, style, and rhetorical choices, while also considering its potential impact on student agency and authenticity. Similarly, it explores AI's role in literary interpretation, reflecting on how tools such as summarizers or writing assistants might assist or hinder engagement with texts and thematic analysis.

Finally, the study addresses pedagogical considerations, investigating how educators might integrate AI thoughtfully to support learning without compromising the human-centered nature of literary study. By synthesizing insights from academic literature, theoretical discussions, and illustrative examples of AI applications, the research develops a conceptual framework for understanding AI's benefits, challenges, and ethical implications in English classrooms. This approach enables a nuanced examination of AI as a partner in learning, rather than a replacement for human insight, creativity, and reflection.

RESULTS/FINDINGS

The analysis reveals several significant ways in which Artificial Intelligence intersects with English language and literature education. One prominent theme is the effect of AI on the writing process. Tools that assist with phrasing, grammar, and organization offer students a sense of clarity and confidence, enabling them to structure ideas more effectively. At the same time, reliance on automated suggestions can lead to formulaic expressions, reducing opportunities for experimentation and individual stylistic development.

Another area of impact concerns literary interpretation. AI-generated summaries and explanations can help students navigate complex texts, providing quick access to themes, motifs, and narrative structures. However, these conveniences risk diminishing deeper engagement, as students may bypass the reflective and critical thinking processes that are central to literary study. The tension between efficiency and interpretive depth underscores the need for thoughtful guidance in integrating AI into classroom practice.

Pedagogical considerations also emerge as a key finding. Educators face the challenge of incorporating AI without compromising the humanistic values that define the discipline. Effective strategies include framing AI as a supplementary tool, encouraging students to critically assess automated suggestions, and fostering reflection on the interpretive choices that AI cannot replicate. When used intentionally, AI can support learners struggling with language, confidence, or complex readings, but misuse or overreliance can undermine intellectual growth.

Finally, the study highlights broader cultural and ethical implications. The presence of AI in the classroom prompts reconsideration of authorship, originality, and academic integrity,

DR. PADMA GAWALI

4 Page



raising questions about how students understand the process of learning and knowledge creation. These considerations emphasize that AI is not merely a technological convenience but a transformative force that shapes both practices and values within the English curriculum.

Overall, the findings illustrate that AI functions as a double-edged instrument: it can enhance clarity, accessibility, and confidence, yet it simultaneously challenges traditional pedagogical norms and the reflective, interpretive processes central to literary education. The study suggests that careful integration, guided by humanistic principles, is essential to harness AI's potential while preserving the intellectual and creative rigor of English studies.

DISCUSSION AND CONCLUSION

The findings of this study illuminate the complex and multifaceted role of Artificial Intelligence in English language and literature education. AI emerges as both a facilitator and a disruptor: it helps students articulate ideas clearly, navigate challenging texts, and gain confidence in their writing, yet it also raises questions about originality, authorship, and deep interpretive engagement. This duality reflects broader tensions noted in existing research, where AI is recognized as a powerful tool that must be balanced with human-centered values to maintain meaningful learning experiences.

The study emphasizes the importance of intentional guidance in classrooms. Teachers play a crucial role in framing AI as a complement to, rather than a substitute for, critical thinking and creative exploration. Encouraging students to reflect on AI-generated suggestions, evaluate them critically, and maintain ownership of their intellectual work helps preserve the reflective processes central to literary study. The research also highlights the need for clear guidance on ethical use, including transparency and academic integrity, which remain areas of uncertainty for both instructors and learners.

Conceptually, the study reinforces that AI should be seen not merely as a technological tool but as a force interacting with classroom culture, learning practices, and disciplinary norms. Its presence invites reconsideration of long-standing assumptions about teaching, learning, and assessment in the humanities. While AI can enhance accessibility and support students who struggle with language or complex texts, its impact depends on how it is framed, guided, and critically engaged within the curriculum.

In conclusion, AI represents a transformative influence in English classrooms, offering opportunities to enrich learning while simultaneously challenging established intellectual and instructional traditions. By approaching AI thoughtfully and reflectively, teachers can harness its potential to support student growth without compromising the human-centered values that



define literary education. Future research may explore strategies for integrating AI, evolving perceptions of students and instructors, and long-term effects on writing, interpretation, and critical thinking.

REFERENCE:

Balfour, Susan. "Assessing Writing in the Age of AI: Automated Essay Scoring and Validity." *Journal of Academic Writing*, 2013, journals.zu.edu.ly/index.php/UZJEPS/article/view/1059/629.

Biswas, Gautam, Jill Segedy, and Supaporn Bunchongchit. *AI and Learner-Facing Tools: Intelligent Tutoring and Concept Acquisition in Education*. Springer, 2016, link.springer.com/rwe/10.1007/978-981-19-2080-6_6.

Crompton, Helen, and Diane Burke. "Assessment and Evaluation Applications of AI in Higher Education: A Systematic Review." *International Journal of Educational Technology in Higher Education*, 2023, educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00436-z.

Deglaire, Emilie, and Patrick Daly. "AI-Assisted Grading: Experiment and Social Acceptability in Higher Education." *Le Monde*, 6 Sept. 2024, www.lemonde.fr/en/campus/article/2025/09/06/when-students-push-back-on-professors-using-ai-he-s-telling-us-not-to-use-it-and-then-using-it-himself_6745081_11.html.

Gobrecht, Andreas, et al. "Beyond Human Subjectivity and Error: A Novel AI Grading System." *arXiv preprint*, 2024, arxiv.org/abs/2405.04323.

Holmes, Wayne, Maya Bialik, and Charles Fadel. *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign, 2019, preprints.org/manuscript/202505.0414.

Ju, Qi. "Experimental Evidence on the Negative Impact of Generative AI on Scientific Learning Outcomes." *arXiv preprint*, 2023, arxiv.org/abs/2311.05629.

Luckin, Rose, et al. *Intelligence Unleashed: An Argument for AI in Education*. Pearson, 2016, preprints.org/manuscript/202505.0414.