



**AI in Literature Learning: Perceptions, Engagement, and Ethical Considerations – A
Qualitative Case Study**

Supervised by

Fatema Begum Laboni

Assistant Professor

Department of English

Daffodil International University

Submitted By

Monuar Hossain

Student ID: 212-10-761

BA in English Language and Literature

Department of English

Daffodil International University

Date of submission: 21th April 2025

Declaration

I swear that this research paper is the result of my personal research activity and has been turned in, partially fulfilling the requirements for the BA honors in English degree offered by Daffodil International University's Department of English. This thesis paper does not contain any copied or plagiarized content from other authors' published or unpublished works, and all materials borrowed or reproduced from other published or unpublished sources have been appropriately acknowledged with references. I am well aware of the fact that the bachelor's degree I am pursuing may be canceled or revoked if it is discovered that my paper contains plagiarized material without permission.

মনোয়ার

Monuar Hossain

Student ID: 212-10-761

BA in English Language and Literature

Department of English

Daffodil International University, Dhaka.

Latter of Approval

This is to assert that Monuar Hossain, whose ID number is 222-10-761 and registered in the Department of English, has completed his thesis paper, “AI in Literature Learning: Perception, Engagement, and Ethical Considerations—A Qualitative Case Study,” as a prerequisite for his academic course, ENG 431 Project Paper with Internship, spring of 2025, under my supervision. This work was the result of his labor, and it is authentic. Therefore, I approve of the thesis and ask the department to take appropriate action on submission.



Fatema Begum Laboni
Assistant Professor
Department of English
Daffodil International University

Acknowledgement

I would like to begin by thanking Almighty Allah for granting me this opportunity to complete my bachelor's degree in English at Daffodil International University. I would also like to express my gratitude to my parents for their relentless care throughout this journey. I would like to thank my supervisor, who guided me to complete this project. Her guidance for collecting samples, analysis, and writing the report was always very helpful. Under her supervision, I learned many new things. I honestly believe that these experiences will help me greatly in future. I am especially grateful to my friends, who have been with me throughout this entire trip. They helped me to perfect this paper. They helped a lot, and it would not be possible to collect data without their help. Finally, I want to thank myself for sticking to it till the very end. I was under a lot of pressure due to time constraints and environmental factors. I felt frustrated and messed up, but finally, I finished it and learned a lot of new knowledge. I gained experience of working under pressure and how to deal with it. I believe that all these experiences have made me a better version of myself.

অনোয়ার

Monuar Hossain

Dedication

This thesis is dedicated to my parents, who have spent their entire lives caring for me. No amount of gratitude is enough to compensate for this.

Abstract

This study explores the perspective of how students of the Department of English in a private university use artificial intelligence in learning literature, specifically students from the Daffodil International University English Department's final year. By using a qualitative case study approach, semi-structured interviews were carried out with six students to examine why, how, and in what situations students use AI. It also examines its impact on their reading habits, analytical abilities, and ethical concerns. The study seeks the Technology Acceptance Model (Davis, 1989) to understand why students resort to using AI for literature learning. Findings show that students initially used AI for checking spelling mistakes, summarization, and literary analysis of difficult literature like *Paradise Lost*, but later, slowly they started to become dependent on AI as it is very convenient and easy to access. It also reveals that depending too much on AI affects their motivation and engagement with literature, as they no longer like to read full literary texts. Students' trust issues related to AI-generated interpretations are also one of the priorities. This discourse calls attention to the balance between using AI as an assistant and independent literary analysis. Moreover, it offers suggestions for the responsible use of AI in literature education.

Keyword: Artificial Intelligence (AI), Qualitative Case Study, Semi-structured Interview, Technology Acceptance Model (TAM)

Table of Contents

Contents	Pages No.
Declaration	I
Latter of Approval	II
Acknowledgement	III
Dedication	IV
Abstract	V
Table of Contents	VI
Chapter 1 INTRODUCTION	01
1.1 Introduction	01
1.2 Background of the problem	01
1.3 Research objectives	02
1.3.1 Main objective	02
1.3.2 Specific objectives	02
1.3.3 Research questions	03
1.4 Significance of the study	03
1.5 Scope of the study	04
1.6 Abbreviations	04
Chapter 2 LITERATURE REVIEW	05
2.1 Introduction	05
2.2 Literature review	05
2.3 Theoretical framework	05
Chapter 3 RESEARCH METHODOLOGY	06
3.1 Introduction	06

3.2 Research design	06
3.3 Selection of the study area	06
3.4 Sample size	06
3.5 Sampling techniques	06
3.6 Data collection	07
3.7 Data analysis	07
3.8 Ethical considerations	07
Chapter 4 ANALYSIS	08
4.1 General Usage of AI in Literature Learning	08
4.2 Role of AI in Literary Analysis and Academic Work	10
4.3 Ethical Considerations for Using AI	13
4.4 Future prospects of AI in learning literature	14
Chapter 5 FINDINGS	15
5.1 General Findings	15
5.2 Special Findings	17
5.3 Observation	18
Chapter 6 DISCUSSION	19
Chapter 7 CONCLUSION AND RECOMMENDATION	20
7.1 Summary of Findings	20
7.2 Implications	20
7.3 Limitations	20
7.4 Future Research	21
References	22
Appendices	24

Chapter 1

INTRODUCTION

1.1 Background of the Study

Recently, artificial intelligence has become an essential component of the contemporary education. It has swiftly altered our established educational environment, which has somewhat affected student engagement with literature. ChatGPT, Grammarly, and AI-powered summarizers are examples of such AI tools that help students analyze texts in their literature studies. Because they assist students to comprehend complex texts, break down literature from different perspectives, and improve their writing skills (Anthrayose, 2023). Despite these benefits, there have always been worries about AI's potential effects on academic honesty, students' capability to analyze literature, and motivation for in-depth reading. Some argue that AI encourages surface-level engagement, where students rely on AI-generated summaries instead of analyzing the full text (Moran & Wilkinson, 2025). So, questions have been raised concerning whether AI improves or degrades the capacity for in-depth reading and analysis in learning literature.

1.2 Background of the problem

Studies regarding artificial intelligence in the educational fields generally prioritize its automated assessment ability, personalized learning environment that can be tailored, and language processing (Kamalov et al., 2023). Although these studies do emphasize AI's ability to enhance accessibility and efficiency in education, they do not explicitly examine its effect on literary learning. Few studies investigate how literature students interact with AI-generated summaries, analyses, and interpretations, specifically in the context of Bangladesh. Moreover, people are also worried about how AI might affect students' ability to think critically and their ability to deeply engage with the text (T. & S. Desk, 2025).

Some argue that AI fosters superficial engagement that only stays on the surface level, where

students count on AI-generated summaries for quick understanding of the literature where they should be doing thorough analyses of the complete text (Moran & Wilkinson, 2025). However, there is not much research on how literature students really use AI or if it changes how they read and analyze texts. Few investigate whether it alters their reading behavior and analytical abilities. Another issue that is often neglected is the ethical implications of using AI in literature learning. Although AI tools are often used in academic contexts, little is known about how students view problems like plagiarism, false information, and their excessive dependence on AI in literature studies. If universities do not fully understand the challenges faced by the students, it will be difficult for them to create useful AI policies or ethical rules for literature studies.

This study fills these gaps by focusing on the undergraduate students' perceptions of AI in literature learning, specifically students of the DIU English Department's final year. It investigates the behind-the-scenes motives for using AI in their study of literature. How does the convenience of AI affect students' interaction with literary texts? There is also the fact of the moral dilemmas they face when using it for academic purposes. So, by providing complete student-centered insights, this study contributes new knowledge on AI's role in literature education. It will also help educators and policymakers to develop better guidelines for the reasonable use of AI in literary studies.

1.3 Research objectives

1.3.1 Main objective

The aim of this study is to inspect students' perception of AI in the context of literature learning by using TAM. Specifically, its usefulness and convenience, then inspect how these perceptions exert influence on their engagement with literature, and when all is said and done, inspect how ethical concerns affect their willingness to adopt AI tools in literary studies.

1.3.2 Specific objectives

1. Explore student's perceptions of AI in literature study.
2. Comprehend why students generally use AI to study literature.

3. Investigate how AI exerts influence on students reading disposition and engagement with literature.
4. Assess the effect of AI on student's capability to analyze literature.
5. Inspect students' ethical concerns and their future expectations about AI in literature studies.

1.3.3 Research questions

1. How do students generally make use of AI to study literature?
2. What motivates students to make use of AI for literary works, and in what situations do they depend on it the most?
3. How does AI exert influence on students' reading habits and their association with literary works?
4. How does AI influence a student's capability to break down literature independently?
5. What ethical concerns might students have due to AI for studying literature, and how do they view the future possibilities of AI that will mold literature studies?

1.4 Significance of the study

The surging utilization of AI in literature studies elevates concerns about student perception, engagement, and ethical considerations. While AI provides efficiency and accessibility, worries about over-reliance, misleading information, and plagiarism call attention to the demand for a balanced approach. This study offers insights into students' utilization of AI in literature education, which can assist instructors to sketch AI-incorporated teaching strategies, and enforce guidelines for the reasonable use of AI. It helps students to understand the benefits and limitations of AI while elevating awareness about ethical concerns. It offers data for the advancement of AI usage policies, by which a more suitable educational environment can be constructed. It also lays the groundwork for further studies on AI's cognitive effects on in-depth reading, independent breakdown of literature, and effect on long-term academic behaviors.

1.5 Scope of the study

The center of this study is the undergraduate students at the English Department of Daffodil International University during the Spring of 2025, their perception, engagement, and ethical issues regarding the utilization of AI in literature education. It involves semi-structured interviews where six students' experiences are being inspected by employing the Technology Acceptance Model (TAM).

1.6 Abbreviations

AI- Artificial Intelligence

TAM- Technology Acceptance Model

DIU- Daffodil International University

Chapter 2 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the content of researchers and writers that are related to the topic of this study.

2.2 Literature Review

Recently, AI is being rapidly integrated into education. Several studies have dug into the potential opportunities and risks involving artificial intelligence in education. Studies show that those who use AI discover its convenience, which provides automatic responses, and creates tailor-made learning experiences (College of Education, University of Illinois, 2024). But there are also many worries about students' overreliance on AI and its effect on their analytical abilities (Moran & Wilkinson, 2025). In literature, AI is often employed for summarization of difficult literature, breaking down different themes, and interpretation of literary texts (Anthrayose, 2023). While some students do consider insights that are generated by AI quite good, other students express worry about the reliability of its contents and depth of these analyses of literature (Weale, 2025). Another study discovered that students who count too much on AI struggle with their lack of deep textual engagement, supporting concerns about passive learning (Talukder & Ahsan, 2025). Recent studies emphasize on the fact that although AI can aid in improving comprehension, it cannot replace human critical analysis in literature as it lacks emotions and depth (Spinach AI, 2024). As a result, the argument over the role of AI in literature studies continues, whether it is a complementary force or a disruptive force.

2.3 Theoretical Framework

TAM is also known as the Technology Acceptance Model, which was developed by Davis in 1989. This study seeks TAM to understand why students resort to using AI for literature learning. There is a reason why TAM is being used for this study. Because this model explains how an individual accepts and uses new technology based on its perceived usefulness and ease of use, which coincides with students' tendency to use AI for learning literature.

Chapter 3 RESEARCH METHODOLOGY

3.1 Introduction

It is the procedure via which researchers design their study in order to fulfill their objectives using the research instruments they've selected. It covers all of the major parts of research, such as research design, data collection methods, data analysis methods, and the overall framework for conducting the research (Sreekumar, 2023).

3.2 Research Design

This study inspects the students insight of using AI in literature learning throughout their study career by employing a qualitative case study approach, which facilitates in-depth exploration of student viewpoints.

3.3 Selection of the study area

This study was done in Bangladesh at Daffodil International University.

3.4 Sample size

Six final-year students from the English Department of DIU were designated.

3.5 Sampling techniques

Purposive sampling is a qualitative research technique used for selecting a specific group of individuals or units for examination. Participants are selected on purpose, not at random. It is also known as judgmental or selective sampling (Dovetail Editorial Team, 2023). The study employs purposive sampling for the convenience of the research. It is to sort out participants who proactively make use of AI in their literature studies. They present a blend of different levels of reliance on AI, from minimum use to frequent use.

3.6 Data Collection

Data collection is the process of compiling information from multiple sources using a variety of research techniques and putting it into a single database so that researchers may utilize it for further analysis (Dovetail Editorial Team, 2023). Data was obtained through observation and semi-structured interviews employing open-ended questions. Interviews are conducted in a flexible manner, which enables participants to elaborate their personal experiences.

3.7 Data Analysis

This study used coding and thematic analysis to discover major themes from the interview transcript, which is implemented to categorize students' motivations, influence on reading behavior, and ethical concerns. It also makes use of different quotations from the interviews to assist the findings.

3.8 Ethical Considerations

The aim of the study, confidentiality, and their voluntary participation are made clear to the participants. Personal information is being kept anonymous. The study abides by institutional ethical guidelines to ensure the integrity and protection of the participants.

Chapter 4 ANALYSIS

4.1 General Usage of AI in Literature Learning

4.1.1 AI as a Study Tool: Summarization & Analysis

When participants were asked about how they use artificial intelligence in their study of literature, they expressed mixed feelings. Most participants expressed positively, while other participants thought more critically. The data show that AI has become a very popular tool for students to summarize and analyze literature. It is found that the majority of the participants primarily use AI for the summary, spell checker and comprehension of literary texts, especially for complex texts like *Oedipus Rex* and *Paradise Lost*.

“While reading *Oedipus Rex* or *Paradise Lost*, I did not read the entire text. I was depending on AI summaries. Because they are too long and the language is too difficult to read.” (Participant 1)

“It helps to simplify complex texts.” (Participant 2)

Although AI can help us to simplify the texts, some participants expressed that AI often repeats the same points rather than offering new insights.

“I use AI mostly to understand the difference between characters and some small details that are missed during study. Summarization and analysis can be found in many places, and AI is not really that great at it. It just repeats some points.” (Participant 3)

This matches with the previous research showing that AI is mostly used for gathering information and summarization of the text in an educational context (Kelly, 2024).

4.1.2 Motivation for Using AI: Convenience and Time-Saving

The data shows that participants overwhelmingly agree that one of the significant motive behind their use of AI is its convenience, as it is easy to use and saves time, whereas 80% expressed that time constraints is a key reason for their turning to AI tools.

“AI saves me a lot of time. I can never finish reading a whole story in a timely manner. AI helps me finish it easily and quickly.” (Participant 1)

Similarly, participants 2 and 4 acknowledged that they were initially drawn to AI due to curiosity, but its efficiency conquered them.

“At first I started to use AI because I was a little curious about it, and then I was impressed by its efficiency. It saves time and offers many insights I might not have considered.” (Participant 2)

Besides, academic schedules and excessive workloads also influence participants’ decisions to depend on AI.

“At first I did not really need to use AI since Google had most of the answers more accurately, if not the most. But later, when many quizzes, presentations, assignments, and final exams got crammed because of the careless scheduling of almost all the courses, I got lazy and left it to AI.” (Participant 3)

This finding indicates that participants use AI not only based on preference but also on academic factors. This matches with the previous record that ease of access and efficiency results in the widespread use of AI in education, particularly in fields requiring extensive reading and analysis (Li et al., 2024).

4.1.3 Convenience vs. Over-Reliance

Data shows that at first participants started to use AI due to curiosity but later found that it is convenient for saving time. However, this convenience sometimes leads to over-reliance, reducing engagement with full texts.

“Since using AI, I have really lost motivation to read full text. I knew I had someone who would help understand, so the full text was never read.” (Participant 1)

Some participants understand it, so they try to avoid it if possible.

“I try to read the full text if possible, but sometimes I use AI summaries for a quick understanding.” (Participant 2)

This shows that convince may lead to overreliance, which can turn into a curse (Jain & The Taylor's Team, 2024)

4.1.4 Perceived influence of AI on your ability to analyze literature: Enhancement vs. Reduction

Data shows that participants have different perspectives on AI's impact on their ability to analyze literature independently. Most participants expressed that AI helps them to understand literature better by making complicated thoughts easier to understand.

However, they also expressed that while AI helps them to improve their understanding, it also diminishes their critical thinking abilities.

“I think AI enhances my analysis by exposing myself to different perspectives, but if used excessively, it can erode my autonomous thinking abilities.” (Participant 2)

“I believe that AI is making it easier for us to understand literature. But it often prevents me from expressing my own thoughts. Because when I ask the same question to an AI, I think that AI is giving a better answer than mine. Because of this, I am not able to express my own feelings most of the time. I can not think of anything different on my own now.” (Participant 5)

These findings show that, while AI can not only increase students' engagement with literature (T. & S. Desk, 2025), but also reduce their independent thinking abilities.

4.2 Role of AI in Literary Analysis and Academic Work

4.2.1 Influence of Ai on Reading Habits

The data illustrate the changes in reading habits that participants have gone through as a result of AI, and it happens to be one of the most significant findings. AI can be seen as both an enabler and a disruptor of the learning process. It is like a double-edged sword. It may be helpful in understanding literature, and make your life easier, but at the same time, it may reduce your

ability to think critically and your engagement with literature. Many participants, including participants 1, 4, and 5, admitted that they now depend more on AI summaries rather than reading the full texts, as they became much lazier and no longer as confident as they were before they used to use AI.

“Ever since I got acquainted with AI, I have lost the desire to read full novels or plays. Now I never read the full academic novel. In all cases, AI has brought changes to me. I have become lazy and lost interest in reading full books.” (Participant 4)

“Earlier, I had to read the entire text with difficulty, but after AI came, I became very lazy. Before the exam, I only read the summary and some important explanations from AI. Otherwise, I had to read the entire text with difficulty. Although this has made things easier for me, but it has also made me lazy.” (Participant 5)

On the other hand, participants 2 and 3 try to read the full text according to their preferences, but time constraints, the difficulty of the classical literature, and academic issues make it almost impossible. Contradictory emotions can be felt here.

“AI can increase your engagement with literature by offering context, detailed analysis, and simplification. However, over-reliance can lead to passive learning.” (Participant 2)

Also, all the participants simultaneously admit that AI can make them lazy.

This finding shows a trend that students are now growing reliant on AI for textual comprehension, which supports the growing concerns that AI might discourage deep engagement with literature (Tewari, 2025).

4.2.2 Trust in AI for Literary Analyses

Data shows that although participants find AI helpful, they still often try to verify its contents. They showed a mixed level of trust in literary analysis generated by AI. However, all participants strongly agree that AI sometimes misinterprets literature, which is why they try to verify it with other sources such as class lectures. Their level of trust on AI counts entirely on their past experiences.

Participants 1, 2, 4, and 5 generally trust AI, but they try to verify its accuracy by cross-checking it with lecture notes or other sources.

“When AI gives me an analysis, I read it first. Then I keep in mind a note of one point: how similar it is to the class lecture. If it matches well, I trust AI.” (Participant 1)

“Although sometimes it provides the correct answer, but sometimes it makes mistakes. That is why I can not just use it blindly. So, when needed, I compare it with other similar sources. I trust it but not blindly.” (Participant 5)

Though participant 3 was particularly skeptical towards literary analysis generated by AI, especially for less mainstream literary works.

“I do not really entrust AI with the analysis, as it has many mistakes and perspectives that does not go well with me.” (Participant 3)

Finally, all participants agree with the fact that AI gives them unique ideas or different perspectives that they might have missed.

“Sometimes it happens that an idea does not immediately pop into my head when I need it. At that time when I asked the AI, it presented many ideas in front of me. It is convenient for me to pick one of them.” (Participant 4)

This matches with the research that indicates, while AI-generated analyses can provide useful insights, but their accuracy is based on the data set and algorithm quality (Marwala, 2024). This tendency of the participants to cross-check suggests their awareness of its limitations.

4.2.3 Perceived Quality of AI Interpretations

Data shows that participants have diverse views on the interpretations they generated with the help of AI for their literature. Although AI can provide them with a satisfactory level of insight or a generalized version of literary insights, they feel like it lacks emotional profoundness and personal perspective that can only be found in a person.

“Although I find AI interpretations pretty good, but most of the time they are too general. They lack the personal emotion and in-depth perspective that can be found only through human analysis.” (Participant 2)

All the participants agree with the fact that AI can be helpful in clarifying their thoughts or offering new angles, but sometimes they conflicts with their personal interpretations.

“Old texts are hard to interpret. So the generalized version that AI produces can be sometimes good and others bad. And if I missed something from the text, it could be insightful sometimes.” (Participant 3)

“Many times the answers AI gave were completely opposite to the questions I asked from what I read in class. In many cases, it conflicts with my personal answer.” (Participant 5)

These findings support the claim that although AI interpretations seem to appear very structured and refined, they lack the human partiality and contextual depth required for literary criticism (Lund University, 2024).

4.3 Ethical Considerations for Using AI

Data shows that most of the participants expressed concern about whether using AI for assignments is ethical. Some participants, like participants 1 and 2, think that using AI for academic assignments is not ethical.

“It is never ethical to use AI even for assignments. Because the assignment is given to verify what we have learned. If done with AI, that objective will not be successful.” (Participant 1)

While others, like participants 4 and 5, believe that AI should be used only for generating ideas instead of replacing their independent thoughts.

“I think ideas can be taken from AI, but someone else’s data should not be used without citation.” (participant 4)

These findings match with the broader discussions about academic integrity. Universities all over the world are contemplating about the ethical issues that came up with AI, and many are implementing citation guidelines for AI-assisted study (Coldwell, 2024).

4.4 Future prospects of AI in learning literature

Data shows that in the midst of different concerns, participants acknowledge the potential of AI in literature studies. Most participants agree with the fact that AI would remain as a helpful tool rather than a replacement for the traditional method of literature analysis. They suggested some improvements to the AI technology for better contextual accuracy and less repetitive content.

“AI would not replace traditional analysis but will complement it, because creativity and emotional depth demand human interpretation.” (Participant 2)

“It would be great if textual accuracy could be improved. Besides, most of the time it repeats the same explanation one way or another. More improvement is needed.” (Participant 5)

These findings show that teachers should take into account of AI literacy, which will help students to evaluate content generated by AI more critically instead of just accepting it at first glance (Spinach AI, 2024).

Chapter 5 FINDINGS

5.1 General Findings

1. The majority of the participants primarily use AI for checking spelling mistakes and comprehending literary texts. It can be a summary, and may include themes or characters, especially for understanding complex texts like *Oedipus Rex* and *Paradise Lost*. However, they also expressed that AI often repeats the same points rather than offering new insights.

We can see this from the responses given by the participants.

“While reading *Paradise Lost*, I did not read the entire text. I was depending on AI summaries. Because they are too long and the language is too difficult to read.” (Participant 1)

“It helps to simplify complex texts.” (Participant 2)

“I use AI mostly to understand the difference between characters and some small details that are missed during study. Summarization and analysis can be found in many places, and AI is not really that great at it. It just repeats some points.” (Participant 3)

2. Although participants were initially drawn to AI due to curiosity, they overwhelmingly agree that one of the significant motives behind their use of AI is its convenience, as it is easy to use and saves time.

It can be seen from the responses given by the participants.

“AI saves me a lot of time. I can never finish reading a whole story in a timely manner. AI helps me finish it easily and quickly.” (Participant 1)

“At first I started to use AI because I was a little curious about it, and then I was impressed by its efficiency. It saves time and offers many insights I might not have considered.” (Participant 2)

3. The convenience of AI sometimes leads to over-reliance, which reduces participants' engagement with full texts. For example, the reading habits of the participants.

The responses of the participants fully present this.

“Since using AI, I have really lost motivation to read full text. I knew I had someone who would help understand, so the full text was never read.” (Participant 1)

“Ever since I got acquainted with AI, I have lost the desire to read full novels or plays. Now I never read the full academic novel.” (Participant 4)

Some participants understand it, so they try to avoid it if possible.

“I try to read the full text if possible.” (Participant 2)

4. Most participants expressed that AI helps them to understand literature better by simplifying complicated thoughts. However, they also expressed that while AI helps them to improve their understanding, it also diminishes their independent thinking abilities.

“I believe that AI is making it easier for us to understand literature. But it often prevents me from expressing my own thoughts. Because when I ask the same question to an AI, I think that AI is giving a better answer than mine. Because of this, I am not able to express my own feelings most of the time. I can not think of anything different on my own now.” (Participant 5)

5. All the participants simultaneously admit that AI can make them lazy.

“Earlier, I had to read the entire text with difficulty, but after AI came, I became very lazy. Before the exam, I only read the summary and some important explanations from AI. Otherwise, I had to read the entire text with difficulty. Although this has made things easier for me, but it has also made me lazy.” (Participant 5)

6. All participants strongly agree that AI sometimes misinterprets literature, which is why they try to verify it with lecture notes or other sources.

“Although sometimes it provides the correct answer, but sometimes it makes mistakes. That is why I can not just use it blindly. So when needed, I compare it with other similar sources.” (Participant 5)

7. AI interpretations seem to appear very structured and refined, but they feel that it lack human partiality, such as emotional profoundness and personal perspective, that can only be found in a person, which is a must for literary criticism. However, all the participants agree with the fact that AI can be helpful in clarifying their thoughts or offering new angles.

“Although I find AI interpretations pretty good, but most of the time they are too general. They lack the personal emotion and in-depth perspective that can be found only through human analysis.” (Participant 2)

“Old texts are hard to interpret. If I missed something from the text, it could be insightful sometimes.” (Participant 3)

8. All the participants think that using AI for academic assignments is not ethical, but if used only for generating ideas instead of replacing their independent thoughts, then it is okay.

“It is never ethical to use AI even for assignments. Because the assignment is given to verify what we have learned. If done with AI, that objective will not be successful.” (Participant 1)

“I think ideas can be taken from AI, but someone else’s data should not be used without citation.” (participant 4)

9. Most participants agree with the fact that AI would remain as a helpful tool rather than a replacement for the traditional method of literature analysis. They suggested some improvements to the AI technology for better contextual accuracy and less repetitive content.

“AI would not replace traditional analysis but will complement it, because creativity and emotional depth demand human interpretation.” (Participant 2)

“It would be great if textual accuracy could be improved. Besides, most of the time it repeats the same explanation one way or another. More improvement is needed.” (Participant 5)

5.2 Special Findings

1. Academic schedules and excessive workloads also influence participants’ decisions to depend on AI. Especially when assignments are piled up, and slowly it becomes a habit. The students themselves admitted it.

“At first I did not really need to use AI since Google had most of the answers more accurately, if not the most. But later, when many quizzes, presentations, assignments, and final exams got crammed because of the careless scheduling of almost all the courses, I got lazy and left it to AI.” (Participant 3)

2. Students are no longer as confident in their literary interpretation as before after getting used to AI interpretations. They feel AI interpretations are much better than their own and more structured. Even if they do make independent interpretations, they tend to ask their friends, whom they deem better, for confirmation. At one point they can not think of their own anymore, depending mostly on AI.

“When I ask the same question to an AI, I think that AI is giving a better answer than mine. Because of this, I am not able to express my own feelings most of the time. I can not think of anything different on my own now.” (Participant 5)

3. For the weaker students, AI is like a lifesaver, as they mostly do not understand the content in the classroom; AI becomes handy for simplification and explanation.

“I have no idea what would have happened if there was no AI, as I dare not ask questions for fear of reprimanding from the teacher. I am also afraid of my classmates' view of me for asking such simple questions, as it seems very easy for them to understand.” (Participant 6)

5.3 Observation

1. Through observation, it is found that students tend to rely on AI when assignments and other academic work from all the courses are piled up together at the same time, pressuring them to seek help from outside, which happens to be AI.
2. When a teacher asks students to find any specific information about a text, poem, or writer in a class, most of the students usually employ AI due to its convenience instead of skimming through the text or other online interpretations, but they tend to forget that AI often makes subtle mistakes mixed with the truth, which is hard to detect without going through a proper source.

For example, a writer grew up in three places, whereas AI changed one of the places from Spain to India. It would be hard to detect without checking the authentic source.

3. Some even cheat on the quiz with its help.
4. Some students who rely too much on AI are being assimilated by it due to their overuse. It was found that some of their writing style at one point gradually started to very much resemble the responses given by AI.
5. It is observed that most students do not know how to properly use AI for academic purposes. For example, they do not know how to ask AI questions appropriately to get the optimal answer.

Chapter 6 DISCUSSION

The study reveals that, although AI boosts reachability and efficiency in the process of learning literature, it also limits their ability to engage deeply with literature, which is crucial for literature study. Most of the participants admire the capability of AI to conserve time, summarize thorny texts, and the ability to produce unique insights. However, they also confess that it restrains their ability to analyze literature independently. Moreover, ethical concerns create mental resistance as they struggle within for the proper use of AI. They themselves know what they are getting and what they are losing. Beneath these struggles, they still use it due to its convenience. Then again, this convenience often leads to the reduction of their motivation to read full texts. Let us not forget academic schedules and excessive workloads also influence participants' decisions to depend on AI. These findings fit the Technology Acceptance Model, which indicates that students mostly use AI because they find it very useful and easy to use (Davis, 1989).

However, the constant diminishing of the reading habits of the students introduces worry about the long-term influence that AI might cause on literary engagement. If students keep hanging on to the summaries and contents generated by AI, they might lose their capability to engage critically with literature. This reflects concerns from the researchers, who have prompted us that AI might produce a generation of passive consumers rather than active interpreters of literature (Pahuja et al., 2024).

Chapter 7 CONCLUSION AND RECOMMENDATIONS

7.1 Summary of Findings

We can see that this study emphasizes on a fact that there is a complex relationship between students and AI in the case of studying literature. Because although AI provides convenience, efficiency, and alternative perspectives, excessive use can bring greater risk for students as it extinguishes their motivation to engage deeply with literary texts, which is the foundation of being a student. This study supports the existing research that AI should supplement rather than replace traditional learning methods (Janets, 2024). A balanced approach is essential for maximizing AI's possibilities.

7.2 Implications

Balanced incorporation of AI can strengthen literature study while preserving critical engagement with the text. Institutions and tutors should step up more effort to create and manage students' schedules for the courses to avoid bundling up assignments, presentations, and quizzes. Universities should conduct AI literacy programs to provide guidelines to the students on the use of AI to sustain academic integrity, as most students do not know how to properly use AI to get optimal results. It will help students to understand how and in which situation they should use AI, which will help them to avoid its negative effects and keep their thinking fresh, especially for the literary students, as they mostly analyze literature.

7.3 Limitations

Due to time constraints, this study picked a small sample size, which is limited to six final-year students of the English Department of DIU. The study only focuses on qualitative data. If we add quantitative analysis, we could get further insights. This study gathered students' in-depth perspectives, but teachers were neglected, which is very essential for responding to students' statements. But due to time constraints, it could only be put on the shelves.

7.4 Future Research

Future researchers should investigate the role of AI in literature learning across multiple universities. They should go deeper into the students experience to analyze quantitative data on the impact of AI on the reading habits of the student's. The researchers should also explore educators' perspectives on AI integration in literature education and their views regarding students' problems. Future research should focus on AI literacy programs, whether its organized usage promotes academic integrity.

References

- Janets. (2024, February 19). *AI tutors: complement or replacement for traditional teaching?*
- Pahuja, A., Kaur, S., Budhraj, K., & Kathuria, S. (2024). *Examining the Impact of AI on Education. In Advances in marketing, customer relationship management, and e-services book series* (pp. 223–240).
- Davis, F. D. (1989). *Perceived usefulness, perceived ease of use, and user acceptance of information technology*. MIS Quarterly, 13(3), 319–340.
- Spinach AI. (2024). *Will AI replace researchers? No – here’s why*. Spinach AI.
- Coldwell, W. (2024, December 16). *‘I received a first but it felt tainted and undeserved’: inside the university AI cheating crisis*. The Guardian.
- Lund University. (2024, October 14). *AI lacks common sense – why programs cannot think*. Lund University.
- Marwala, T. (2024, July 18). *Never assume that the accuracy of artificial intelligence information equals the truth*. United Nations University, UNU Centre.
- Tewari, T. (2025, February 24). *AI is making inroads in US classrooms: Is it the hidden culprit behind plummeting reading scores?* The Times of India.
- Sharma, R. (2024, September 9). *AI is Killing Deep Reading—But It Doesn’t Have To – Leverage AI to Get More Out of Books (and School Too)*.
- Desk, T. & S. (2025, February 12). *AI is harming your critical thinking: Microsoft study suggests*. The Daily Star.
- Jain, J., & The Taylor’s Team. (2024, September 13). *The convenience of AI: Blessing or curse?* Taylor’s University.
- Li, W., Zhang, X., Li, J., Yang, X., Li, D., & Liu, Y. (2024). *An explanatory study of factors influencing engagement in AI education at the K-12 level: An extension of the classic TAM model*. Scientific Reports, 14, Article 13922.

Kelly, R. (2024, August 28). *Survey: 86% of students already use AI in their studies*. Campus Technology.

Talukder, N. M., & Ahsan, W. B. (2025, February 7). *How AI is transforming student engagement in Bangladesh's higher education*. Userhub Journal.

Weale, S. (2025, February 25). *UK universities warned to 'stress-test' assessments as 92% of students use AI*. The Guardian.

Anthrayose, M. (2023, October 28). *Enhancing English literature studies with generative AI tools*. LinkedIn.

Moran, A., & Wilkinson, B. (2025, March 2). *Students' use of AI spells death knell for critical thinking*. The Guardian.

College of Education, University of Illinois. (2024, October 24). *AI in schools: Pros and cons*. University of Illinois College of Education.

Kamalov, F., Calonge, D. S., & Gurrib, I. (2023). *New era of Artificial intelligence in Education: Towards a sustainable Multifaceted Revolution*. Sustainability, 15(16), 12451.

Chan, C. K. Y., & Hu, W. (2023). *Students' voices on generative AI: Perceptions, benefits, and challenges in higher education*. International Journal of Educational Technology in Higher Education, 20(1), 43.

Sreekumar, D. (2023, August 28). *What is research methodology? Definition, types, and examples*. Paperpal.

Dovetail Editorial Team. (2023, February 5). *What is purposive sampling? Technique, examples, and FAQs*.

Dovetail Editorial Team. (2023, January 31). *Data collection in research: Your complete guide*. Dovetail.

Appendices

Semi-Structured Interview Responses

Section 1: General Usage of AI in Literature Learning

1. How do you generally use AI to study literature? Do you use them mostly for summarization, analysis, or anything else?
2. What motivated you to use AI in your literature studies? Was it time restraints, curiosity, or something else?
- 2.1. So, do you use AI because it's convenient? It is easy to use and easily accessible.
3. Based on your experience, do you think AI enhances your understanding of literature, or do you feel like it takes away the learning process? Why?

Section 2: Role of AI in Literary Analysis and Academic Work

4. As a student of literature, you must have confronted much classical literature like *Oedipus Rex* or *Paradise Lost*. Do you usually read the complete text, or do you depend more on summaries produced by AI? Why?
5. When AI provides you with an analysis of a literary work, do you usually trust it, or do you feel like you need to cross-check or verify it with other sources?
6. From your experience of using AI, have you ever come across any AI-generated information that was discovered to be inaccurate or misleading? If so, how did you deal with it?
7. What do you think about the literary interpretations produced by AI compared to your own? Do you believe they are sometimes misleading, too general, or insightful?
- 7.1. So do you think AI gives you unique ideas or different perspectives from your own that you have missed?

Section 3: Influence of AI on Student Psychology and Learning Behavior

8. AI is very convenient to use, but since you have started to use AI, have you noticed any changes in your motivation to read full novels or plays? Why?
- 8.1. Don't you sometimes feel like it will take a lot of time to read the full text, like *Oedipus Rex*, *Robin Cruces*? In a short notice, wouldn't it be better to read the summary?

- 8.2. So, do you think AI causes you to become lazy as you can easily get the information that you needed to analyze the text.
9. Do you think AI helps students engage more deeply with literature, or do you think it transforms students into passive learners?
10. How do you feel about AI's influence on your ability to analyze literature independently? Does it improve or weaken your ability? How?

Section 4: Concern about Ethical and Academic Integrity due to AI

11. Do you think using AI for assignments and literary analysis is ethical? Where do you draw the line between using it as a tool and overreliance on it?
12. With the advancement of AI technology, many people started to get help from AI for their academic works. So, do you think AI-generated information used in academic papers should be cited? Why, or why not?

Section 5: Future Prospects of AI in Learning Literature

13. Recent studies show that 92% of UK students use AI for their academic studies. The same trend can be seen everywhere. So, do you think the traditional method of analyzing literature will eventually be replaced by AI, or do you think that it will just be a helpful tool? Why or why not?
14. You must have faced multiple aspects of AI during your years of study. So, what changes or improvements would you like to see in AI technology for better studying literature? Do you think those changes would make it more useful or reliable?

212-10-761

ORIGINALITY REPORT

11 %	8 %	3 %	7 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Daffodil International University Student Paper	1 %
2	lutpub.lut.fi Internet Source	1 %
3	Submitted to University of KwaZulu-Natal Student Paper	1 %
4	www.mdpi.com Internet Source	1 %
5	sci-int.com Internet Source	1 %
6	jll.uoch.edu.pk Internet Source	<1 %
7	Submitted to CTI Education Group Student Paper	<1 %
8	Submitted to Ikon Institute Student Paper	<1 %
9	Submitted to Butler University Student Paper	<1 %
10	Submitted to Johns Hopkins University Student Paper	<1 %
11	www.coursehero.com Internet Source	<1 %
12	Submitted to Lynn University Student Paper	<1 %
13	Submitted to Singapore Institute of Technology Student Paper	<1 %

14	Submitted to Dalton State College Student Paper	<1 %
15	www.researchsquare.com Internet Source	<1 %
16	timesofindia.indiatimes.com Internet Source	<1 %
17	Submitted to De Montfort University Student Paper	<1 %
18	academiascholaz.blogspot.com Internet Source	<1 %
19	Submitted to Hong Kong Baptist University Student Paper	<1 %
20	Submitted to Montana Tech of the University of Montana Student Paper	<1 %
21	Submitted to Mt San Antonio College Student Paper	<1 %
22	Submitted to University of Johannesburg Student Paper	<1 %
23	link.springer.com Internet Source	<1 %
24	ujcontent.uj.ac.za Internet Source	<1 %
25	Mosoti, Asenath Kemuma. "International College Students' Perceptions of Using ChatGPT in Producing Academic Essays", Youngstown State University, 2024 Publication	<1 %
26	journal.uinsi.ac.id Internet Source	<1 %
27	bmcnurs.biomedcentral.com Internet Source	<1 %

28	research.library.mun.ca Internet Source	<1 %
29	umpir.ump.edu.my Internet Source	<1 %
30	www.conferences-scientific.cz Internet Source	<1 %
31	www.grin.com Internet Source	<1 %
32	Evert, Larry Wayne, Jr.. "Enhancing Undergraduate Learning and Bridging the Academic-Business Divide: A Mixed-Method Study on the Role of Artificial Intelligence in Education", South College, 2024 Publication	<1 %
33	Joseph Rene Corbeil, Maria Elena Corbeil. "Teaching and Learning in the Age of Generative AI - Evidence-Based Approaches to Pedagogy, Ethics, and Beyond", Routledge, 2025 Publication	<1 %
34	Resti Tito Villarino. "Rural Philippine College Students' Perspectives and Experiences on AI Tools in Education: A Mixed-method Research", Open Science Framework, 2024 Publication	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off