The Role of AI in ELT Classrooms: Transforming Literary Learning and Pedagogical Practices

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ABSTRACT

The integration of Artificial Intelligence (AI) in English Language Teaching (ELT) has introduced new opportunities for enhancing the teaching and learning of literature. This study investigates the role of AI tools in ELT literature classrooms and examines the perceptions of both teachers and students regarding the benefits and challenges of AI integration. Using a quantitative survey-based design, data were collected from 100 teachers and 100 students through structured Likert-scale questionnaires, addressing areas such as comprehension, engagement, writing support, and critical analysis. The study is organized into three phases: Phase 1 analyzes teachers' perceptions, Phase 2 examines students' experiences and reliance on AI, and Phase 3 provides a comparative analysis between the two groups. Percentage-based analysis reveals that teachers recognize the pedagogical advantages of AI while remaining cautious about overreliance and accuracy, whereas students report high engagement and dependence on AI tools for literary comprehension and analysis. The findings highlight the potential of AI to transform literary learning while emphasizing the need for careful integration, professional training, and balanced use alongside traditional teaching methods. This research contributes to the understanding of AI's pedagogical impact in ELT and offers practical insights for educators aiming to enhance literature instruction through AI-supported learning technologies.

Keywords: Artificial Intelligence, ELT, literature learning, pedagogical practices, survey, comparative analysis

INTRODUCTION

The dynamic development of digital technologies has created a great impact on the way education is practiced worldwide. Artificial intelligence (AI) is one of the most profound technological changes that have rocked the modern education sector. AI refers to computer systems capable of performing tasks that normally require human intelligence, such as language processing, decision-making, and problem-solving (Russell & Norvig, 2021). In recent years, AI technologies have been increasingly integrated into educational contexts to support personalized learning, automated assessment, and intelligent tutoring systems (Luckin et al., 2016; Holmes, Bialik, & Fadel, 2019). With educational institutions exploring new approaches to make teaching processes more effective and engaging to students, AI has taken centre stage in the research in the field of language teaching and pedagogy. Technology has been a significant factor in

the field of English Language Teaching (ELT) to influence the ways of teaching and learning. The initial computer-assisted language learning (CALL) introduced a digital resource enabling the user (learners) to train grammar, vocabulary, and pronunciation using interactive software (Chapelle, 2001). Over time, these technologies evolved into more advanced platforms, including mobile-assisted language learning (MALL) and online collaborative environments (Kukulska-Hulme & Shield, 2008). The newest addition to this technological development is the integration of artificial intelligence that provides additional ways to improve language learning and teach better (Godwin-Jones, 2019). Teaching literature is one of the key fields where AI is currently having a significant impact on ELT. Literature has traditionally been regarded as an essential component of language education because it exposes learners to authentic linguistic structures, cultural contexts, and diverse forms of expression (Lazar, 1993; Carter & Long, 1991). The literature texts offer rich areas where students can learn to think critically, to be able to interpret and to be able to learn new culture. In addition, literature helps learners to work with complicated language patterns and analyze deeper meanings of texts (Hall, 2015). In spite of the above advantages, literature in ELT classrooms is prone to bring about a challenge to both teachers and learners. Students often have difficulties with new vocabulary, complicated narrative pattern and culturally specific allusions that complicate the understanding of a literary text.

The novel solution to most of these challenges can be provided through artificial intelligence (AI). AI-powered technologies such as natural language processing (NLP), automated writing evaluation (AWE), intelligent tutoring systems, and conversational chatbots can assist learners in understanding complex texts and developing analytical skills (Li, Link, & Hegelheimer, 2015; Huang, Spector, & Yang, 2019). As an example, AI-driven reading applications can process literary work and explain challenging words, recognize patterns in themes, and create discussion questions to engage people in reading the content. Equally, automated feedback tools may aid in assisting students to write literary analyses by giving them real-time feedback concerning grammar, coherence, and development of argumentation. The other important benefit of AI implementation in ELT classrooms is that it helps to facilitate personalized learning. The conventional language classrooms usually find it hard to meet the diverse needs and learning styles of learners. AI systems will be able to process the performance data of learners and adjust instructional materials to their needs so that students could learn at their own rate (Holmes et al., 2019). Personalized attention may be used in literature-based language learning to assist students in struggling with comprehension and achieving more confident interpretive skills. Moreover, the AI technologies can be used to increase classroom engagement and student interaction. Platforms that have AI-powered functionalities allow learners to engage in group discussions, interactive reading experiences, and multimodal learning processes. By using these tools, the conventional teacher-centered classrooms can become a dynamic environment of learning where the student creates knowledge actively and participates in discussions (Kukulska-Hulme, 2020). Such interaction is especially critical in the context of literary education as literary interpretation tends to be the subject of many different perspectives and the debate. Although AI can be used to enhance language education, there are a number of concerns and challenges that exist. According to critics, the overuse of AI technologies can make contact with the real human experience in classrooms less meaningful (Selwyn, 2019). The teaching of literature, especially, is based on the emotional involvement, the interpretive discourse, and the elaboration of the empathy by the textual analysis. Thus, the teachers should make sure that AI technologies do not substitute the teachers in encouraging the exploration of literature. Moreover, the problem of data privacy, ethical application of algorithms, and inequitable access to technological options also pose some significant questions about the responsible use of AI in educating (Holmes et al., 2019).

Considering these opportunities and challenges, it is necessary to look at how AI technologies are already affecting ELT classrooms and how they might change the teaching of literature in the future. The purpose of the study is to examine the application of artificial intelligence in ELT schools and determine how it influences literary learning and teaching. The study is carried out based on a survey-based research design

to gather data on the perceptions, experiences, and attitudes of both the teachers and students in regard to the use of AI technologies in the process of language instruction based on literature.

RELATED LITERATURE

Technology Integration in Language Education

Technology in language education was first used through the invention of computer assisted language learning (CALL) that brought the use of digital tools in language teaching and learner autonomy. According to Chapelle (2001), CALL environments enable learners to experience more interactivity in language input, which enhances the process of deeper thinking and self-directed learning. On the same note, Warschauer and Healey (1998) point out that digital technologies can support genuine interactions and give the learners the chance to practice with language skills in the sense-making context. Technological innovation has evolved over time to go beyond the conventional CALL systems to encompass mobile-assisted language learning (MALL), online collaborative systems and artificial intelligence-based learning systems. As Kukulska-Hulme and Shield (2008) point out, mobile technologies can help learners to get access to language materials at any time and place, and thus promote personalized and flexible learning. The emergence of AI technologies represents the latest phase of technological innovation in language education, offering advanced capabilities such as adaptive learning algorithms, intelligent tutoring systems, and automated language processing (Holmes, Bialik, & Fadel, 2019). Godwin-Jones (2019) points out that AI-enhanced tools in language learning have greatly increased the ability of digital systems to give feedbacks to students on a personalized basis and vary learning materials depending on their performance. These technologies allow the learners to have the timely feedback on their linguistic product and, thus, prompt the ongoing enhancement of the language proficiency.

AI in Education

Artificial intelligence refers to the development of computer systems capable of performing tasks that typically require human intelligence, such as reasoning, language processing, and decision-making (Russell & Norvig, 2021). AI technologies are more actively applied in education to assist in personalised learning and to automatize assessment procedures or offer intelligent tutoring systems (Luckin et al., 2016). According to Holmes and colleagues (2019), AI can revolutionize the teaching and learning process as it allows instructors to implement a data-driven teaching method and offer learners personalized learning paths. The machine-learning systems are capable of weighing the entire data of learners to detect specific learning patterns and manipulate the instructional material. This individualistic ability comes in handy especially in the language learning situation when different students may have different linguistic backgrounds and levels of proficiency. Huang, Spector, and Yang (2019) also indicate that AI technologies have the potential to boost the efficiency of the teaching processes and automate some of the routine activities, including grading and creating feedback. AI systems enable the teacher to spend more time on promoting meaningful learning activities and intellectual growth of students by reducing their administrative load. Nevertheless, AI implementation in education also introduces questions about ethical aspects of the matter, as well as data privacy and the possibility of replacing human educators. Selwyn (2019) cautions that the overuse of AI technologies can destroy the social and relational elements of education. In turn, researchers underline the necessity of applying AI tools in a manner that supplements traditional pedagogical strategies and does not substitute them.

AI in the English Language Teaching (ELT)

The usage of AI technologies in ELT is a topic of numerous studies during the recent period. These applications of AI like automated writing assessment programs, chatbots and intelligent tutor systems have shown that they can be of great importance when it comes to language learning. Automated writing

evaluation (AWE) refers to one of the vivid applications of AI in ELT. According to Li, Link, and Hegelheimer (2015), the AWE systems rely on natural language processing algorithms to analyze the text written by students and give feedback to them on grammar and vocabulary, as well as organization. These systems enable learners to make corrections on their own and they are provided with feedback on how they use the language immediately. Equally, Crossley and McNamara (2012) show that writing quality could be evaluated through the use of computational linguistic tools whereby linguistic structures including lexical diversity, syntactic complexity, and cohesion are used to gauge writing quality. Such technologies give precious information about the writing development of students and make the assessment practice more objective. Conversational agents that rely on AI have also been finding their way into language education. According to research conducted by Fryer and Carpenter (2006), chatbot interaction offers a possibility to increase the motivation of a learner and give them a chance to practice the authentic communication. The AI chatbots will enable learners to practice language skills in a low-anxiety simulation of human conversation. Similarly, it has been demonstrated that intelligent tutoring systems are effective in enhancing learning performance because they offer customised learning and adaptive feedback. Woolf (2010) argues that intelligent tutoring systems mimic the roles of human tutors by diagnosing the problems of the learners and provides them with specific instructional support.

Teaching Literature at ELT Classrooms

It is a known fact that literature is a significant element of language education. Literary texts also offer genuine input in languages and expose learners to different cultural outlooks thus improving their linguistic and cultural competence (Lazar, 1993). According to Carter and Long (1991), teaching of literature in ELT classes fosters interpretive competence, critical thinking as well as emotional involvement of the text. Collie and Slater (1987) underline that literary texts provoke imagination of students and make them interested in language deeper. On the same note, Duff and Maley (2007) point out that literature-based activities encourage creativity and give a chance of meaningful language practice. Nonetheless, it may be difficult to teach literature in the language classrooms. Students are frequently not able to cope with obscure vocabulary, figurative language, and some unfamiliar cultural allusions that are present in literary works (Hall, 2015). Due to this, teachers should use effective pedagogical designs to enhance the understanding and interpretation of literature on the part of the learners. As Kramsch (1993) observes, not only the literal analysis should be taught in literature, but also cultural and contextual analysis. Learning through the socio-cultural aspects of literary work allows students to gain a more profound knowledge about the language and its communicative role.

The Use of Digital Technologies in Literature Teaching

The adoption of digital technologies has impacted the teaching processes of literature in ELT classrooms by a significant margin. The multimedia materials, web discussion groups, and interactive reading aids have changed the conventional methods of analyzing a literary piece. Kukulska-Hulme (2020) states that digital technologies can help a student to approach to literary texts in a multimodal manner, integrating textual analysis with visual, auditory, and interactive components. These methods facilitate better understanding of the students and make them actively involved in the process of learning. As Blake (2016) points out, online learning environments are associated with providing collaborative reading of literature texts as they allow students to discuss the texts in forums and take part in peer-review. Such online platforms encourage critical discussion and enable the learners to understand different approaches to the works of literature. Moreover, digital annotation software enables learners to underline texts, comment on them, and exchange meanings with other learners. Siemens (2013) explains that these technologies facilitate the construction of knowledge by engaging in group learning and group intelligence.

AI and Literary Learning

The use of AI technologies in literature instructions is a novel research field in ELT. Text analysis tools powered by AI have the ability to find thematic patterns, examine narrative structure, and give explanations to certain complex aspects of language. The mentioned abilities allow students to study texts of literature in greater depth and acquire high-level interpretation abilities. According to the research conducted by Godwin-Jones (2019), vocabulary acquisition can be facilitated via AI-based reading platforms that would suggest contextual definitions and usage examples of literary texts. The latter comes in handy especially when a language learner is exposed to new words in real-life reading material. Equally, automated feedback systems can help students to write literary assessments by estimating argument framework, coherence, and language correctness. Li et al. (2015) report that this type of systems makes students rewrite their work and develop writing skills that help them analyze it. Literary learning is also an area that AI-based recommendation systems are useful. These systems examine the preferences of learners, reading proficiency, and propose the appropriate texts addressing the interests and language skills of students (Holmes et al., 2019). AI technologies preserve the motivation and engagement of students by giving them personalized reading suggestions.

Challenges of AI Integration in ELT

Although AI technologies are linked to a wide range of benefits, researchers have also found out that there are a number of challenges to the implementation thereof in education. The issue of the digital divide, implying the disparity in the access of technological resources to various regions and institutions, is one of the biggest concerns (Selwyn, 2019). The other difficulty is the teacher readiness and professional development. A lot of teachers are not well versed with the technical expertise necessary to be able to successfully implement AI tools in their delivery. Luckin et al. (2016) claim that the integration of AI is successful only when there is a set of comprehensive training programs that enable teachers to comprehend both the technological and pedagogical features of AI systems. Ethical issues are also at the center of AI discussion in education. AI systems are also likely to operate on a big data scale, which prompts questions regarding privacy of data and algorithmic bias (Holmes et al., 2019). Students should develop clear policies in educational institutions to make sure that the student data is used in a responsible and transparent manner. In general, it can be concluded that artificial intelligence has a great prospect of changing ELT classrooms, as it can improve the process of language learning, personalized instruction, and new teaching methods. The AI technologies can assist students to get more involved in reading literary works, enhance their writing skills on analysis, and train critical thinking. Nevertheless, to implement AI successfully in the context of the teaching of literature, it is essential to pay attention to pedagogical issues, ethical problems, and technological frameworks. In as much as AI tools may be applied to enrich classroom learning, their application ought to be as an auxiliary resource that assists and does not override the duties of the teachers in facilitating learning in literary interpretation and classroom interaction. Due to the increased role of AI in language teaching, additional empirical studies should be developed to investigate how students and educators perceive the use of AI technologies in ELT classes based on literature. The current study successfully fills this research gap because it explores the views of teachers and students using a survey-based research design.

METHODOLOGY

The current study is based on quantitative research design that involves the application of structured questionnaires to teachers and students. Survey research is also popular in educational research as it allows the researcher to get data about many participants and compare trends in perceptions, attitudes, and behaviors (Creswell, 2014). The survey technique was chosen in the given research due to its ability to provide a systematic gathering of the opinions of the participants concerning the benefits and drawbacks of AI in literature teaching and learning. The questionnaires included Likert-scale questions that used to

determine the extent to which the participants agree with the statements regarding the application of the AI tools in ELT literature classrooms. The Likert-scale surveys are often applied in the educational research since they offer measurable data which could be statistically analyzed (Likert, 1932). The answers were picked according to the five-point scale of Strongly Disagree (1) to Strongly Agree (5). The research design was separated into three stages of analysis to create a systematic comparison of teachers and students. These stages involve the analysis of the teacher response, the analysis of student response and a comparative analysis of the two groups or categories.

The sample of this research comprised of 200 participants, where 100 respondents were English language teachers and another 100 students that are at the current stages of English language learning in National University of Modern Languages (NUML) Pakistan and Federal Directorate of Education (FDE) Pakistan. The presence of the teachers and students enables the research to consider the perception of the two main stakeholders of the educational process. The teachers involved in the study are employment professionals that teach English language or literature in different learning institutions such as secondary schools, colleges and universities. Their experience in teaching is different, and the study is able to represent the broad scope of opinions about the implementation of AI technologies in teaching literature. The target students in the research are those learners in the English language courses which offer literature as a curriculum. The choice of these students may be explained by the fact that they have personal experience of literature-based learning activities, and they are most likely to be exposed to digital learning technologies, including those based on AI. A convenience sampling strategy was employed to select the participants and is typically applied in the educational research when the access to the population is determined by the availability and willingness to participate. Convenience sampling can also restrict generalizability, but it is useful in exploratory research that looks at the educational technologies that are emerging. The main tool of this research is the structured questionnaire which is a set of Likert-scale questions. Two questionnaires consisting of the teachers and the students were designed. In every questionnaire, ten statements are provided concerning the advantages and the issues of the implementation of AI in ELT literature classrooms. The statements in both questionnaires are covering the strengths and weaknesses of AI application, which enabled the study to get a balanced opinion on the technology.

This research data was ensured by means of online and printed questionnaires which were sent to participants. Invitation to participate in the study was made on a voluntary basis and the aim of the study was clarified prior to the commencement of the data collection process. They were assured of the anonymity of the responses and they could only be used in the academic research. This was done within two weeks, whereby the questionnaires were administered and the participants filled out the survey by choosing the best alternative that contributed to their views. All the respondents responded to the ten statements in terms of the five-point Likert scale. The responses were then tabulated and tabulated into a dataset to be analyzed statistically after gathering the filled questionnaires. The information was then divided based on the groups of participants (teachers and students) to compare it. The statistical analysis of the data collected in this study was done through percentages. The percentage analysis represents another method typical of surveys research since the method offers a clear picture of the frequency of specific answers in a data set (Field, 2013). This method allows the researcher to recognize the trends in the attitude of participants to AI technologies in ELT classes. The data analysis was done in three stages.

DATA ANALYSIS

Phase 1: Analysis of Teachers' Data

A total of 100 English language teachers participated in this study. The demographic data collected included gender, teaching experience, educational level, and experience using AI tools. The demographic analysis provides insights into the background of the participants and ensures the sample is representative of the teaching population involved in ELT literature classrooms.

Table 1: Teacher Demographics

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	52	52%
	Female	48	48%
Teaching Experience	0–5 yrs	20	20%
	6–10 yrs	25	25%
	11–15 yrs	30	30%
	16+ yrs	25	25%
Level Taught	School	35	35%
	College	40	40%
	University	25	25%
Experience using AI	Never	10	10%
	Sometimes	60	60%
	Often	30	30%

The demographic data for the 100 teachers reveals a balanced gender distribution, with 52% male and 48% female participants. The majority (55%) have 6–15 years of teaching experience, followed by 25% with 16+ years and 20% with 0–5 years. Teachers from college-level institutions make up the largest group (40%), while 35% teach at the school level and 25% at the university level. In terms of AI usage, 90% of teachers have some experience with AI tools, with 60% using them occasionally and 30% using them frequently. This indicates a high level of familiarity with AI in the teaching process.

The teacher questionnaire included 10 Likert-scale questions regarding the use, advantages, and challenges of AI in literature teaching. The responses were analyzed using percentage-based analysis, which allows a clear view of the trends and distribution of teachers' perceptions.

Table 2: Teachers' Responses to AI in ELT Literature Classrooms

Question	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean Score
Q1: AI enhances literature teaching	2%	3%	10%	50%	35%	4.17
Q2: AI helps students understand texts	1%	4%	12%	48%	35%	4.14
Q3: AI helps critical analysis	2%	5%	15%	45%	33%	4.06
Q4: AI improves engagement	3%	5%	10%	50%	32%	4.06
Q5: AI assists in preparing materials	1%	4%	10%	50%	35%	4.16
Q6: AI feedback improves writing	2%	5%	12%	48%	33%	4.06
Q7: AI may reduce independence	5%	10%	25%	45%	15%	3.70
Q8: Training is needed	2%	8%	15%	50%	25%	3.98
Q9: AI may be unreliable	4%	10%	30%	40%	16%	3.72
Q10: AI should supplement traditional methods	1%	3%	10%	50%	36%	4.18

The analysis of teachers' responses reveals strong agreement on the positive impact of AI in enhancing literature teaching. Questions Q1 to Q6, with mean scores above 4.0, show that the majority of teachers perceive AI as beneficial. For example, 50% of teachers agree or strongly agree (combined 4+5 responses) that AI enhances literature teaching (Q1: 85%), helps students understand texts (Q2: 83%), and assists in preparing materials (Q5: 85%). The use of AI for writing feedback also received favorable responses (Q6: 81%). However, moderate concerns were raised about AI reducing student independence (Q7: 60%) and

its reliability in literary interpretation (Q9: 56%). Specifically, 15% of teachers strongly agree that AI may reduce independence (Q7), and 16% agree that AI may be unreliable (Q9). Despite these concerns, teachers strongly agree that AI should supplement rather than replace traditional methods (Q10: 86%). The majority, 86%, of teachers agree or strongly agree that AI should be integrated as a supplementary tool (Q10), emphasizing the importance of maintaining a balanced approach. Thus, while teachers are enthusiastic about AI's potential benefits, they are also cautious about its limitations and emphasize the need for proper integration alongside traditional teaching methods.
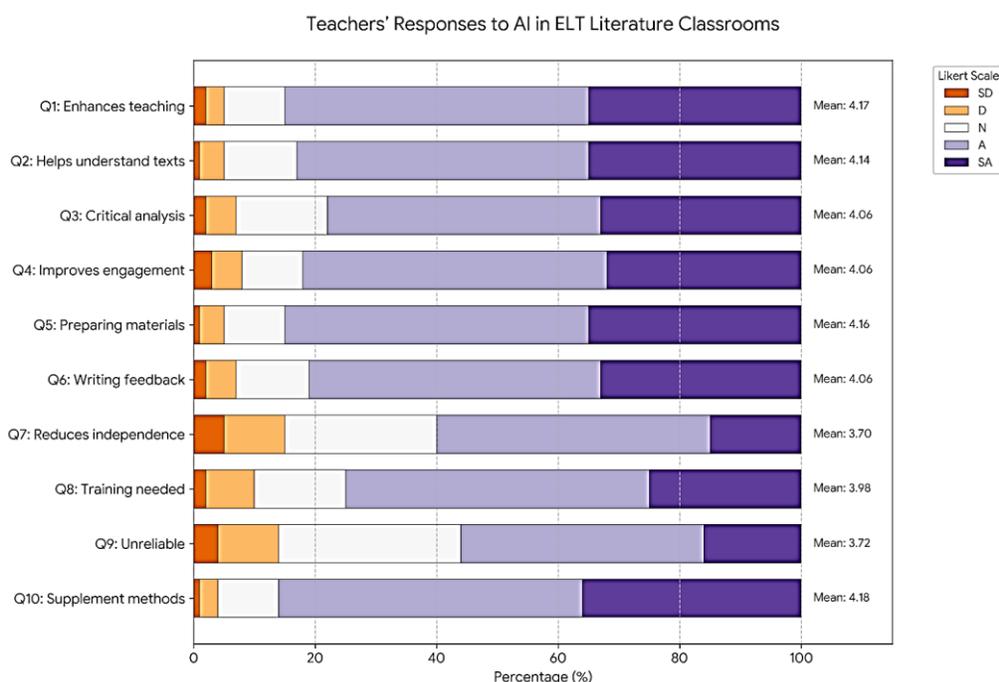

Figure 1: Teacher's Responses to AI

The bar graph clearly shows that the majority of teachers perceive AI positively in enhancing literature teaching, with most agreeing or strongly agreeing (over 80%) on its benefits in areas like comprehension, engagement, and writing support. However, moderate concerns about AI reducing student independence and its reliability are also reflected, with around 55%-60% of teachers acknowledging these challenges.

Phase 2: Analysis of Students' Data

This research involved 100 students in phase 2. The demographic data was composed of gender, academic level, age group, and experience with the use of AI tools. It is the information that allows putting the answers of students into perspective and gaining an understanding of how well they are acquainted with AI technologies in ELT classrooms.

Table 3: Student Demographics

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	55	55%
	Female	45	45%
Age Group	18–20	40	40%
	21–23	45	45%
	24+	15	15%

Academic Level	Undergraduate	70	70%
	Graduate	30	30%
AI Usage Experience	Never	5	5%
	Sometimes	50	50%
	Often	45	45%

The demographic data indicate that the sample is predominantly composed of young, digitally active learners, with 85% of students aged between 18-23 years. It is also possible that this age group is more conversant with the emerging technologies and this is why they are highly involved in the use of AI tools. The majority being undergraduate students (70%) suggests that participants are at a foundational stage of academic development, where AI can significantly influence learning habits. Furthermore, 95% of students reported some level of AI usage, with 45% using it frequently, highlighting widespread exposure and dependence. The given characteristics imply that the sample is very useful in investigating the AI integration in ELT applications.

The data on the student questionnaire were processed with the help of percentage distribution and mean scores in order to recognize the tendencies in the perception of AI. This method entailed an effective assessment of the perceptions of students towards the advantages, obstacles and general attitude towards AI implementation in ELT literature classrooms.

Table 4: Students' Responses to AI in ELT Literature Classrooms

Question	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean Score
Q1: AI helps understand texts	1%	3%	8%	52%	36%	4.19
Q2: AI helps vocabulary	1%	2%	10%	50%	37%	4.20
Q3: AI increases interest	2%	5%	12%	48%	33%	4.05
Q4: AI helps literary analysis	1%	4%	10%	50%	35%	4.14
Q5: AI improves writing	2%	4%	12%	48%	34%	4.08
Q6: AI increases engagement	1%	3%	9%	52%	35%	4.17
Q7: Overreliance on AI	4%	8%	20%	45%	23%	3.75
Q8: AI reduces critical thinking	5%	10%	25%	40%	20%	3.60
Q9: AI is sometimes inaccurate	3%	7%	30%	40%	20%	3.67
Q10: AI should be integrated	1%	2%	8%	50%	39%	4.24

The results indicate that students have a strongly positive perception of AI tools in literature learning. Over 85% agree that AI helps with reading comprehension (Q1), vocabulary acquisition (Q2), literary analysis (Q4), and engagement (Q6), with mean scores ranging from 4.05 to 4.20. AI tools are also seen as highly beneficial for improving writing skills, with 82% agreeing that AI enhances their ability to write structured responses (Q5). However, students also express concerns: 68% acknowledge the potential overreliance on AI (Q7), 60% feel AI may reduce critical thinking (Q8), and 60% agree that AI sometimes provides inaccurate interpretations (Q9). Despite these challenges, 89% of students strongly support the integration of AI into ELT classrooms (Q10), with a mean score of 4.24, reflecting their strong belief in AI's role in enhancing modern education and literature learning.
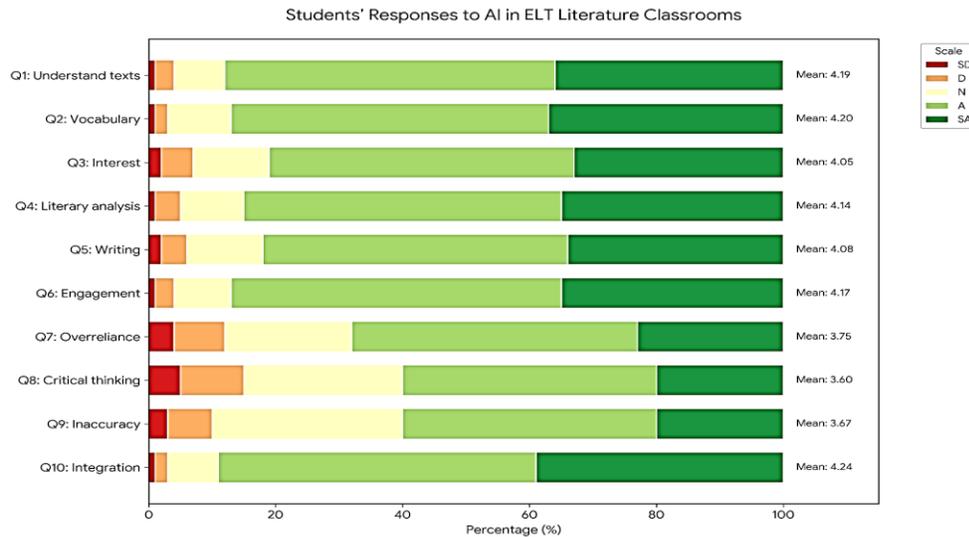
Figure 2: Students' Responses to AI

The bar graph shows that students generally perceive AI positively in enhancing their literature learning, with over 85% agreeing or strongly agreeing that AI helps with understanding texts, vocabulary, and engagement. However, concerns about overreliance on AI and its potential to reduce critical thinking are also present, as approximately 60% acknowledge these challenges.

Phase 3: Comparative Analysis (Teachers vs Students)

The analysis also compares the responses of teachers and students on main variables based on the mean scores to draw patterns and differences. It assists in identifying the difference in perceptions, especially benefit, challenges, and degree of dependence on AI.

Table 5: Comparison of Mean Scores (Teachers vs Students)

Question	Teachers Mean	Students Mean
Q1	4.17	4.19
Q2	4.14	4.20
Q3	4.06	4.05
Q4	4.06	4.14
Q5	4.16	4.08
Q6	4.06	4.17
Q7	3.70	3.75
Q8	3.98	3.60
Q9	3.72	3.67
Q10	4.18	4.24

The comparison of the mean scores shows that students tend to report higher values in the items regarding benefits (Q1, Q2, Q4, Q6) on average, which implies greater acceptance and perceived usefulness of AI in the learning of literature. Conversely, the mean score in Q8 is higher among teachers, which means that they are more concerned about the necessity of training and pedagogical preparedness. On Q7, students also demonstrate a slightly stronger agreement, which demonstrates that more of them are prone to relying on AI tools. The two groups show a high level of support of integrating AI (Q10), though students are more enthusiastic on integrating AI in ELT classrooms.
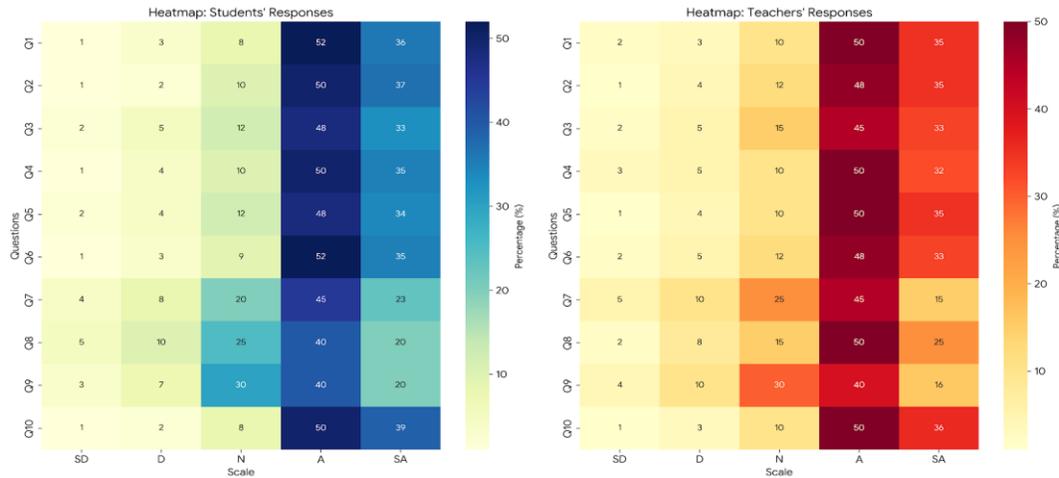
Figure 3: Heatmap for Mean Scores

The heatmap in Figure 3 also indicates that there is a high-density of agreement at the column levels of Agree and Strongly Agree that indicates that both groups are fundamentally looking at AI as a key cause of text understanding and material preparation. Although the positive influence is evident, the color division in the Q7-Q9 shows the common uncertainty zone is shared by students and teachers who realize the threats such as excessive reliance and imprecision. The close similarity of the two maps in terms of visual fingerprints indicates that there is a high correspondence between the student and teacher perceptions with their preference leaning towards AI as a permanent addition to the traditional ELT practices.

Table 6: Comparison of Agreement Levels (%)

Question	Teachers Agree (%)	Students Agree (%)
Q1	85%	88%
Q2	83%	87%
Q3	78%	81%
Q4	82%	85%
Q5	85%	82%
Q6	82%	87%
Q7	60%	68%
Q8	75%	60%
Q9	56%	60%
Q10	86%	89%

The comparison of agreement levels shows that students report higher agreement in most benefit-related items, with 88% vs 85% (Q1) and 87% vs 83% (Q2), indicating stronger acceptance of AI. Students also show higher agreement in overreliance (68% vs 60%, Q7), suggesting greater dependency on AI tools. In contrast, teachers show higher agreement regarding training needs (75% vs 60%, Q8), reflecting greater concern about pedagogical challenges.
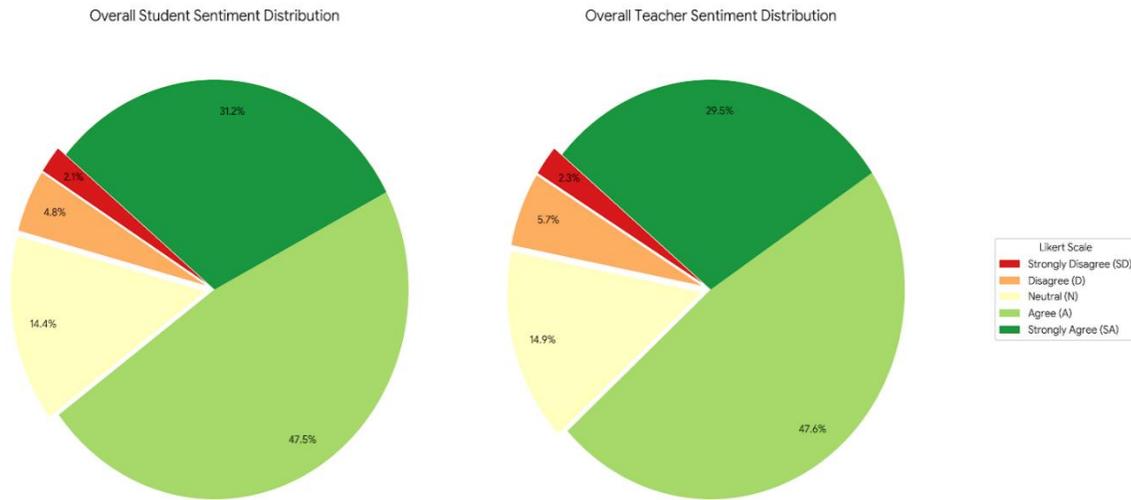
Figure 4: Overall Teachers & Students Sentiment Distribution

The pie charts illustrate a near-identical consensus between both groups, with a combined positive sentiment (Agree and Strongly Agree) exceeding 78%. This massive majority seems to be an indicator that the deployment of AI in ELT literature classrooms is not a controversial topic but rather a universally popular change with the students and teachers on board.

Table 7: Determining AI Reliance (Key Finding)

Indicator	Teachers	Students
High agreement on AI benefits	Moderate–High	Very High
Admission of overreliance (Q7)	60%	68%
Frequency of AI use (Demographics)	30% often	45% often

The results of AI dependence analysis reveal that the dependence of AI on students is high as opposed to its dependence on teachers. Students show very high agreement on AI benefits, with 68% admitting overreliance (Q7) and 45% using AI tools frequently, whereas teachers report moderate-high agreement, 60% overreliance, and only 30% frequent use. It implies that AI is perceived as very useful by students, and they use it more consistently when learning. This dependency is further highlighted by their greater desire to integrate AI. Teachers, on the contrary, are more conservative and moderate, and pedagogical control over the frequent use of AI is of priority.
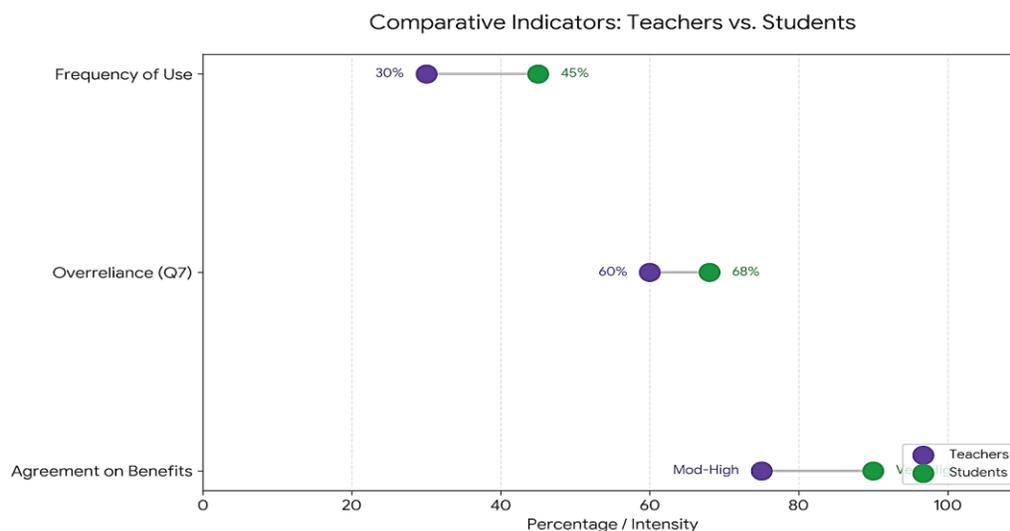
Figure 4: Lollipop (Dumbbell) Plot

The Lollipop (Dumbbell) Plot graphically highlights the disparity in adoption of AI between the two groups, where students are ahead in the frequency of AI use as well as their level of agreement on the benefits of AI use. Although this engagement is increased, the small distance of the Overreliance indicator indicates that students and teachers have an exceptionally close level of concern about the dangers of AI dependency.

DISCUSSION OF FINDINGS

The comparative analysis of teacher and student answers shows that there is a statistically significant difference between the user (students) and the facilitator (teachers) when working with AI in ELT literature classrooms. There were quantitative results, which showed that students always took greater mean scores (M = 4.05-4.24) on benefit-related items (Q1-Q6, Q10), as compared to teachers (M = 4.06-4.18), which showed stronger acceptance and dependence on AI tools. Notably, 68% of students acknowledged overreliance on AI (Q7) compared to 60% of teachers, reinforcing the conclusion that students tend to adopt AI as a primary learning aid, particularly for comprehension and writing tasks. In contrast, teachers demonstrated a more balanced and cautious approach, with 75% expressing concern about the impact of AI on critical thinking (Q8), compared to 60% of students. This is an indication of their work as facilitators who ensure pedagogical integrity. The moderate levels of agreement and the concern of teachers towards the reliability and training of AI (Q8-Q9) are in line with the focus on AI as an additional instructional aid. These results are congruent with the past studies. The works by Holmes et al. (2019) and Luckin et al. (2016) imply that despite the fact that AI improves the efficiency of learning, as well as the involvement of learning, educators are reluctant regarding the consequences of its use in terms of independent thinking and the development of critical thought. Likewise, Zawacki-Richter et al. (2019) emphasize that the younger generation would be more inclined to adopt AI-driven technologies because they are used to working with digital technologies, which confirms the existing generational gap in the given research. The difference in the views can be explained by digital familiarity, the roles in the learning process, and accountability in constructing knowledge. Being digital natives, students are more technologically dependent, whereas teachers are more guided by the desire to learn in a structured way and develop cognitive abilities. Overall, despite the positive attitudes expressed by both groups towards AI, the results support the idea that students are more dependent and accepting, and teachers tend to focus on pedagogical control and critical engagement, which supports the idea that AI should be used as an adjunct and not a substitute in ELT literature classrooms.

CONCLUSION

The aim of the research was to investigate the application of the Artificial Intelligence (AI) in English Language Teaching (ELT) classroom, specifically the way AI is changing literary learning and pedagogical practices. A survey-based research design was adopted, sample size of 100 teachers, and 100 students were selected, and data analysed using a percentage-based methodology in three stages namely; teacher analysis, student analysis and comparative analysis. The results offer substantial information about the opportunities and problems of AI implementation in literature studies. Among the findings of this research, the fact that AI has become such a powerful instrument of literary learning deserves to be mentioned. The teachers and students showed the high positive attitude towards the potential of AI to facilitate the learning of the complex literary texts, vocabulary improvement, and literary analysis. Students, especially, said that AI tools can be used to explain challenging concepts in a simplified manner, give real-time explanations, and aid in the writing of structured literary responses. These results support that AI helps to make the learning process more accessible and engaging in particular situations when the students have difficulties with linguistic and interpretative components of literature.

On the pedagogical level, the research shows that AI is slowly transforming the teaching practice in ELT classrooms. Teachers recognized that AI could be helpful to create instructional content and to come up with ideas on how to discuss with the students, as well as to provide feedback on their writing. Using AI tools allows teachers to save time and improve the quality of teaching and therefore pay more attention to getting the students to critical discussions instead of just delivering content. Nevertheless, educators also noted that AI can only be applied as an assistant but not to substitute the conventional teaching method. This shows that there must be a balance between pedagogical integrity and technological innovation. One of the major conclusions of this study is the variation in the degree of dependence on AI between students and teachers. It is apparent that students are more dependent on AI than teachers through the comparative analysis. In addition to being more likely to agree with the advantages of AI, students also reported more frequent use and increased reliance on AI when doing academic tasks. Although such dependence increases efficiency and performance, there is an issue of the development of the independent learning skills. Teachers, in their turn, were more careful and skeptical and realized the benefits as well as dangers that could be involved in the integration of AI.

The other valuable conclusion is connected with the issues and constraints of AI in ELT literature classrooms. The problems that were noted by both groups include overdependence on AI, less critical thinking, and some cases of inaccuracies in AI-generated material. Students admitted that they may not be able to analyze the texts independently, whereas teachers were worried about the future effects of AI on the analytical and creative skills of students. These results imply that, despite the fact that AI is the potent educational resource, its implementation should be tracked closely to eliminate adverse academic outcomes. Teacher training and professional development is also emphasized in the study. Many educators reported that they have difficulties in successfully implementing AI tools because they are not trained and knowledgeable about it. This indicates that the satisfactory adoption of AI in ELT classrooms should be supported at the institutional level, such as training sessions, workshops, and accessibility to relevant technological tools. The possibilities of AI can never be achieved without the proper training, and its implementation may be shallow.

Moreover, the results focused on the need to encourage responsible and ethical AI implementation in education. With increased accessibility to AI tools, there is an increasing need to provide students with instructions on the effective use of AI tools without undermining academic integrity. Teachers should also not make students rely on AI as a learning tool, but as a means to shortcut and develop critical thinking, interpretation, and originality. This may be through the creation of tasks which involve personal reflection, analysis and creativity that cannot be totally replicated by AI. In a larger context, the current study is a part

of the larger body of literature on the topic of technology-enhanced language learning since it specifically addresses the intersection of AI and literature in ELT. Though a significant part of the current literature concentrates on grammar, vocabulary and language gains, the current research indicates the role of AI in literature studies which has been thought to be more complex and more interpretative. The results indicate that AI can streamline literature and make it more interactive to improve the overall learning of students.

Regarding implications, this research paper would imply that schools ought to take a moderate position in regards to the use of AI. Instead of looking at AI as a threat or a substitute to traditional teaching, AI ought to be regarded as a supplementary tool and have the potential to improve teaching and learning. Curriculum designers ought to think of introducing AI-related activities that facilitate interaction, analysis and creativity. Simultaneously, specific rules are to be developed so that AI would be utilized in a responsible and efficient manner. Regardless of its contributions, this study has some limitations. The sample of 200 people that were used to gather the data is not quite representative of all ELT situations. Similarly, the research was based on self-reported data, which can be subject to the impressions and biases of respondents. The sample size can be increased in future studies, and various learning settings need to be involved, as well as mixed-method techniques like interviews and classroom observations to achieve a better understanding.

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