



Teaching Literature in the Age of Artificial Intelligence: New Pathways for Interpretation and Critical Thinking

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Abstract

The rapid integration of Artificial Intelligence (AI) into educational spaces has significantly transformed pedagogical practices across disciplines. In the field of English literature, AI presents both unprecedented opportunities and serious pedagogical challenges. This paper explores how Artificial Intelligence can be effectively employed in teaching literature to enhance interpretation, critical thinking, and communication skills without undermining human creativity and analytical depth. Drawing upon contemporary educational theories, classroom practices, and emerging AI tools, the study examines AI as a supportive pedagogical aid rather than a replacement for human instruction. Using a qualitative and conceptual research approach, the paper analyzes AI-assisted literary interpretation, student engagement, and skill development while addressing ethical concerns such as overreliance, originality, and academic integrity. The study argues that when integrated thoughtfully, AI can open new pathways for literary analysis, foster critical engagement, and support inclusive and learner-centered literary education.

