

Reframing Language and Literature Teaching through AI Tools: From Education to Mentorship

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Abstract

The gradual development of technology has brought a dynamic change over the past decade in almost every sectors of human life. Education is not an exemption with the advent of AI and in fact, it has been the significant area where AI plays a vital role in reversing the roles under various disciplines. While AI is considered a threat, researchers try to bridge the gap between the anxieties to a more user-friendly interface of learning through technology. This article tries to analyse the role of AI that acts as a catalyst in streaming the role of the teacher and student from education to mentorship. The purpose of this research article is to analyse the AI Tools for Teaching Language and Literature. AI can amplify good teaching practices, and it can amplify bad teaching practices. It may be ethically neutral, but it will always be in the hands of people that are not. (Andreas Schleicher). Education has been the sole purpose of learning and acquiring of knowledge. However, education alone cannot attain holistic development. Education combined with mentorship can work better in bridging the strength and weakness. Here, the role of AI is to lessen the task of documenting and grading than to a measurable goal of attaining quality education focusing on the overall development of the learners.

Keywords: *Artificial Intelligence, Educational Technology, Language Teaching, Literature Studies, Mentorship*

Introduction

Education plays a vital role in the holistic development of learners that are influenced by multiple factors that are involved in the process of learning environment. It promotes the mental ability and cognition to analyse the impact of problems that exist in the common world. In the current scenario, education alone cannot attain progressive development of individuals, whereas technology has brought a remarkable position in almost all the disciplines of life. Either it is science or psychology, the impact of AI plays a crucial role in reversing the roles of the academicians who are involved the constant framework of policies and curriculum. Now, AI has brought an indelible mark including the field teaching and learning. This article particularly discusses the impact of AI in the field of language and literature.

The advent of AI has brought lot of challenges more than the opportunities in the field of studies. While looking at the change that AI has made, there exists lot of problems and discussions, which has to be clearly dealt in process of learning. Identifying the challenges involves understanding the purpose and process. There are umpteen numbers of AI Tools in the digital market and new apps and games simply grow as mushrooms

every day. Hence, it creates perplexity in its usage and profusion of applications in the digital world. AI has been considered as a threat in the field of Language and Literature. Considering the current academic scenario, it is highly evident there is a shift in the change of careers and field of study of the students. Traditional learning focuses on individual progress of learning pertaining to the chosen discipline. This makes the learners to feel full and bored.

Modern learning practices are rooted in the use of technology and offer multiple opportunities for the learners to explore various domains in the acquisition of knowledge. Hence, there has been a focused shift from the traditional to modern practice of learning. This has brought a great decline in the study of physics, maths, chemistry etc... The study of English Literature also adds on to this line without a proper understanding of the base of the problems. The sad reality is that the number of students who choose literature has declined gradually. Owing to this reasons, the profession language teachers is at stake in colleges and universities. AI has brought cross-purpose among the teachers and learners. Anyway, the importance of language and literature cannot be taken away in future. Language acquisition is a process and there has been an understanding that learning language for the sake of gaining knowledge is an outdated process. Nowadays AI Tools and apps just produce the necessary content without any difficulty. AI focuses only on the assisting with its existing or feed in resources rather in involving in creative ability.

Review of Related Literature

The face pacing technology has created an indelible space in the learning environment. Literature is not just limited in itself for reading or writing alone. AI based tools helps the teachers and learners to make the process of learning more innovative and efficient. But, there are a lot of confusions of about how to make use of AI tools in a proper way in teaching literature. The problem mainly arises out of the direct clash between the human intelligence and artificial intelligence. Prioritizing AI tools in learning ambience is considered threat as human intelligence will be lost as it makes the learners to be more depended on ChatGPT or AI mode of learning.

In computer programmes, artificial intelligence (AI) has been in use for several years. Interestingly, it is now integrated and widely applied in education through instructional programmes, learning design, language teaching, computational literature, and linguistics. Artificial intelligence, which stands at the core of modern technology, has the power to imitate and sometimes surpass human intelligence. It refers to computational systems built to reproduce human abilities such as creating written or visual work, understanding complex problems, and breaking them down into simpler forms. In several instances, applications and devices equipped with AI can act on their own, reducing or replacing the need for direct human involvement (Almulhim, 2024).

The role of literary imagination supported by artificial intelligence has widened the horizons of literature. AI-based writing systems such as natural language processing (NLP) and machine learning (ML) have become important tools for writers, editors, scholars, students, and educators, assisting in the refinement and expansion of literary expression (Al-Sharqi, 2020). Within English language learning, LSRW skills are developed through speech recognition and comprehension applications that help learners progress while gaining exposure to authentic accents and intonation. AI chatbots offer real-time speaking practice without the fear of judgment, and grammar or writing tools help refine sentence structure, vocabulary, and style. Reading skills also improve through

personalised recommendations and summaries on various platforms (Ohio State News, 2023).

Tools such as Duolingo or AI-driven chat interfaces offer customised support speaking practice, grammar work, vocabulary growth, even more precise control over how words sound all available whenever it suits. They do more than deliver content they shift and change in response to how each person learns. In transnational education settings, automated systems bring lively teaching approaches into distant regions and quietly extend access beyond urban centres. This reach allows students in overlooked communities to work with material once out of step with their context. New platforms now link educators across borders and open shared spaces where training develops through collaboration rather than isolation. Curriculum planning becomes history that invites comparison with today's digital change. The spread of the press quickened the shaping of common language, opened knowledge to wider reach, and changed how people met the written word (Bellis, 2019).

Objectives

The main objective of this research study is to analyse the gap between the impact of AI and teaching and learning of language and literature. This article tries to further study the role of teachers from imparting education to becoming mentors with the assistance of AI in the current academic scenario. Major challenges of using AI in the field of education will try to open new area of opportunities, which has to be studied in bringing about changes in the curriculum. By looking at the challenges created by the impact of AI, the researcher also, try to introduce AI tools for teaching and learning practices. This helps to identify the problem and to achieve the goal of explore the role of teacher from being facilitators to mentors in this dynamic digital environment. AI tools can support learners in these areas, but motivation and self-regulation remain major challenges in English language learning with new technologies. A teacher who is physically present can teach, guide, and mentor a learner in ways that AI tools cannot replicate. Artificial intelligence can offer help in teaching and learning, but it cannot replace traditional instructional strategies—educators therefore continue to play an essential part in guiding students through the learning process (Bienkowski, 2012).

Hypothesis:

- Traditional method of teaching language focuses only on reading and writing, which depends upon the needs of the students.
- Traditional method of teaching literature has to be shifted with the assistance of AI as literature is meant only for the purpose of critical analysis and interpretation.
- AI blends the process of teaching language and literature with a wide range of opportunities for the growth of the learners.
- Learning through AI Tools builds personalized learning methods at anytime and anywhere.

Table: AI Tools in Teaching and Learning

S.No	Tool	Tool (latest version) Applications	Tool (latest version) Applications
1.	Chat GPT	short stories	It is applicable in generating stories

2.	Google Gemini	Gemini3 (app model update)	It is applicable for Stories, storytelling and novel writing.
3.	Python code snippet	Python 13.14.2	It generates poetry that can mimic the style of poets.
4.	AI poem writer	Hyper write AI poem	It creates poetry by using a natural learning process (NLP).
5.	Data mining	SAS Enterprise Miner (2025.1)	It helps in analysing literary texts by applying natural language processing (NLP) for themes, motifs, and symbols.
6.	AI text generator Jasper	AI (7.0 with Atlas update)	It's useful in content creation using a large learning module (LLM).
7.	Toolsaday	Latest toolkit update	Used for a Short story generator in creating narration, plots, genres, themes, and characters.
8.	Sudowrite	Muse model integration (app v3.2)	Specifically designed for writing fiction stories.

Motivation of learners:

AI tools have created a strong impact with a shift in focus from the methodologies of teaching. This shift also brings a change in the attitude of the teachers and the learners. Teachers are slowly getting adapted to the use of AI tools in teaching process. It does not mean that Human teaching has been by AI tools. As the article try to explore, the role of teachers change form imparting education to exercising mentorship with the change. Here, teachers need to focus on motivating the learners too adapt to the current trends of learning. Particularly, the learners of the rural community have to motivate strongly to get into this process of learning.

ELT theorists foreground four different types of motivation, which are intrinsic, extrinsic, integrative and instrumental. Intrinsic motivation is defined as "the innate proclivity to seek novelty and challenges, to stretch and exercise one's Capacities, to explore, and to learn" (Ryan & Deci, 2000, p. 70). Intrinsic motivation is the most important type of motivation. However, the majority of people's actions are not intrinsically motivated. Extrinsic motivation, on the other hand, "involves doing an activity to achieve a separable consequence, whether tangible or otherwise" (Deci, Olafsen, & Ryan, 2017, p. 2). Students who are intrinsically motivated are more likely to persevere with difficult problems and learn from their mistakes and slips (Walker, Greene, & Mansell, 2006). Engaging in behaviors for experiencing joy and/or satisfaction is an example of intrinsic motivation (Dörnyei, 1998). People who are intrinsically motivated appear to "engage in activities for their own sake" rather than for externally derived rewards (Deci, 1975, p. 23). Extrinsic motivation is defined as a proclivity to participate in activities or achieve a high grade (Vansteenkiste, Lens, & Deci, 20). There are various types of extrinsic motivation that vary in terms of self-determination, external regulation, interjected regulation, identified regulation, and integrated regulation are the levels of self-determination from low to high (Ryan & Deci, 2000).

Integrative & Instrumental Motivation

Gardner and Lambert (1972) distinguish two types of motivation: integrative and instrumental. Integrative motivation entails learning a language with the intention of participating in its people's culture. In addition, instrumental motivation implies or suggests that a learner learns a language in support of a goal related to occupation or another useful motive. These two types of motivation have the ability to influence and control the process and outcome of learning. Cook (2000) considers Gardner and Lambert's integrative and instrumental motivation to be a useful and effective factor in second language learning. Gardner (1985) and Ellis (1994) also introduce the aforementioned types of motivation; he demonstrated that the former occurs when the student wishes to join or be a part of a specific crowd and culture. The latter occurs when the learner anticipates numerous advantages that he intends to gain from learning a specific language. When these two types of motivation are compared, Ellis (1994) believes that the Integrative motivation is the best and perfect motivation. He considers integrative motivation more competent and well organized. Students who lack instrumental or integrative motivation will face problems and difficulties learning and gaining knowledge of a second language in the classroom, and learning the language will be difficult for them in general (Cook, 2000).

Methodology

In this article, the researcher followed a qualitative descriptive method to collect data, focusing on the observation and analysis of AI tools used in language and literature teaching. Data was gathered through document review and examination of AI applications such as ChatGPT, Google Gemini, and Python code snippets, Jasper, and Sudowrite, alongside motivational theories in English Language Teaching. For analysis, the study employed a thematic and interpretive approach, linking the hypotheses with learner motivation (intrinsic, extrinsic, integrative, and instrumental) and evaluating how AI reshapes teaching from instruction to mentorship. This process allowed the researcher to identify challenges, opportunities, and pedagogical implications.

Findings and Discussion

The challenges and the opportunities with the blend of AI with literature has been dealt with this article. Evidently, there are certain components that still stand as barriers such as copyrights, originality of writing, humanization of language etc... Which cannot be overlooked that affects the credibility of one's writing. Under artificial intelligence, poetry often takes the form of writing shaped by coded systems. Another known programme is the AI poem writer. It uses natural language processing to form brief poems from a short piece of input—perhaps a line or two about a theme— and produces quick, well-shaped verse (Sujitha, 2023). AI paves way for personalized way of learning for the learners, which directly avoids direct voice in online learning. Considering these factors, what need to be focused at this type of learning is motivation, self-regulation and satisfaction. Here, the role of teachers plays a vital part in imbinning the values that in turn changes the teachers as mentors in learning. True language mastery skills like listening, speaking, reading and writing still demand grit, curiosity, and human exchange in platforms like online or traditional learning. A few studies show that no platform can replace a motivated student, a thoughtful teacher, or a space where ideas breathe (Hicks, 2004).

The study leaves certain limitations that question that authorship in classrooms such as originality, flexibility, human voice etc... It also depends upon the ability and mind set of learners in adapting to the technological change in learning. Yet another aspect is the classroom environment, which may not be suitable to adapt to these changes. In the realm of English literature, especially creative writing, stands out as vulnerable, AI can mimic form, trace patterns in sonnets, rhyme, and dissect meter, but does not feel the spark of sudden insights, emotional depths and sensitivity like a human author. That emotional void leaves a gap that no algorithm can fill in the literature. (Raj, 2023; Medium, 2024).

Conclusion

Change is a factor that indicates growth and individual development. 21st century learning and teaching practices have undergone a wide range of difference in the tech-driven world. It creates challenges and opportunities, which ultimately rest in the hands of the academia. In English literature, AI is now widely used to create, analyse, and interpret literary works. Recent studies show that AI technology can produce complex and innovative outputs across different literary domains (Pattam, 2021; Ohio State News, 2023). However, it is also unavoidable or not easy to neglect to this change, as it is gradually getting mandatory with the shift in the curriculum. On the other hand, positive influence with the right factors of learning will truly bring about a great ambience in the global market in the near future.

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