

## Artificial Intelligence and the Teaching of Indian Writing in English: Possibilities, Problems, and Emerging Directions

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### Abstract

Artificial Intelligence (AI) is becoming part of everyday academic life. It is now used to explain difficult ideas, provide language support, generate questions, offer feedback, and assist students in locating information. Much of the discussion about AI in education, however, has centred on science, technology, professional training, and assessment. Its place in literary studies has received less sustained attention. This paper considers how AI may be used in the teaching of Indian Writing in English in higher education. It follows a qualitative, conceptual approach and draws on research related to AI in education, generative AI, digital humanities, literary teaching, and postcolonial studies. The paper argues for a careful and limited use of AI. It may help students approach historical background, cultural references, difficult vocabulary, and unfamiliar literary contexts, but it cannot take the place of reading, interpretation, classroom conversation, or the teacher's judgement. The discussion refers to works by Raja Rao, Salman Rushdie, Amitav Ghosh, Arundhati Roy, Jhumpa Lahiri, and Chetan Bhagat to show how AI-supported activities might be used in the literature classroom. At the same time, the paper examines serious concerns: fabricated information, academic dishonesty, cultural and algorithmic bias, unequal access, privacy, and the danger of replacing close reading with ready-made summaries. A human-centred model is proposed in which AI offers preliminary assistance, while students verify information, return to the literary text, and develop their own interpretations. The paper concludes that AI can be useful in the teaching of Indian Writing in English only when it remains subordinate to literary judgement, cultural awareness, and independent thought.

**Keywords:** Artificial Intelligence, Indian Writing in English, Literature Teaching, Generative AI, Digital Humanities, Higher Education.

### 1. Introduction

Artificial Intelligence has entered higher education with remarkable speed. Students and teachers now encounter AI in learning platforms, writing applications, automated feedback systems, translation tools, and conversational programmes such as ChatGPT. These technologies can answer questions, reorganize information, suggest examples, and produce written responses within seconds. Research on AI in higher education has examined intelligent tutoring, adaptive learning, prediction, assessment, and student support. Zawacki-Richter *et al.* (2019) note that much of this research has been shaped by technological and institutional concerns, while the experience of teachers has received less attention. This imbalance matters in literary studies, where teaching cannot be separated from the teacher's role as reader, guide, questioner, and interpreter. The arrival of generative AI has widened the discussion. Large language

models can produce explanations, summaries, questions, translations, and essays. Kasneci *et al.* (2023) recognize their usefulness in education but also warn that users must understand their limitations. Dwivedi *et al.* (2023) show that generative AI affects not only classroom practice but also research, authorship, academic communication, and institutional policy. Recent reviews have identified recurring concerns about accuracy, assessment, academic honesty, bias, privacy, and unequal access (Batista *et al.*, 2024; Yusuf *et al.*, 2024).

These concerns become especially important in literary education. A literary text is not merely a container of information. It is a form of language shaped by voice, rhythm, memory, history, imagination, and cultural experience. Its meaning may remain open, uncertain, or contested. Students are expected to notice what a text says, how it says it, what it leaves unsaid, and how its

language relates to the world in which it was produced. A machine-generated answer may offer a useful beginning, but it cannot settle the meaning of a poem, novel, or short story.

Indian Writing in English offers a rich field for examining this issue. It includes writing shaped by colonial history, nationalism, partition, migration, caste, gender, religion, regional identity, globalization, and linguistic diversity. Students often need historical and cultural knowledge before they can fully appreciate the literary work before them. Raja Rao's *Kanthapura*, for instance, is closely connected with Gandhian nationalism and the freedom movement. Salman Rushdie's *Midnight's Children* brings together independence, partition, memory, and the making of the nation. Arundhati Roy's *The God of Small Things* requires attention to caste, gender, family, and social exclusion. Amitav Ghosh's fiction opens questions about colonial trade, migration, and transnational belonging. Jhumpa Lahiri's stories explore displacement and diasporic identity, while Chetan Bhagat's fiction provides a route into discussions of youth, education, aspiration, and social mobility.

AI may help students enter these contexts. It can provide a preliminary historical outline, explain unfamiliar terms, suggest questions, or offer different ways of approaching a passage. Yet the same tool may also misrepresent history, flatten cultural differences, or produce an interpretation that sounds confident but has no textual basis. *Bender et al. (2021)* draw attention to the limitations of large language models, and *UNESCO (2023)* calls for a human-centred approach to their use in education. These warnings are particularly relevant when AI is used to discuss literature from cultures and histories that may be unevenly represented in its training data.

This paper examines the possible uses, limitations, and future directions of AI-assisted teaching in Indian Writing in English. It does not present AI as a solution to every difficulty in the literature classroom. Instead, it argues that AI is most useful when it helps students ask better questions, locate relevant context, and test their first impressions. The final responsibility for reading and interpretation must remain with the student and the teacher.

## 2. Literature Review

The study of AI in education has developed through several stages. Early work focused on intelligent tutoring systems, adaptive learning, automated assessment, and the use of data to predict student performance. *Zawacki-*

*Richter et al. (2019)* provide an important review of this field and point out that educators were not sufficiently involved in shaping the research agenda. Their observation remains significant because educational technology cannot be judged only by its technical capacity. It must also be considered in relation to classroom relationships, disciplinary values, and the actual needs of learners.

*Holmes et al. (2019)* discuss the possible benefits and wider consequences of AI in teaching and learning. They suggest that AI may support learning but also requires careful attention to social and ethical questions. *Selwyn (2021)* takes a similarly critical position, warning against treating technology as automatically beneficial. For literary studies, this caution is useful. A tool that produces quick answers may not necessarily encourage careful reading or deeper thought.

Generative AI has changed the scale and urgency of the debate. *Kasneci et al. (2023)* identify possible uses of large language models in explanation, feedback, and individualized learning. At the same time, they draw attention to errors, bias, privacy, and the difficulty of distinguishing reliable information from plausible-sounding invention. *Dwivedi et al. (2023)* place ChatGPT within a wider discussion of research, teaching, authorship, policy, and knowledge production. *Lund (2023)* also considers the effect of AI-generated writing on scholarly communication and academic responsibility.

Recent reviews show how quickly this field has grown. *Yusuf et al. (2024)* examined 407 publications on generative AI in education and found recurring interest in teaching support, writing assistance, professional learning, institutional adoption, and ethical risk. *Zhang et al. (2024)* call for more empirical research rather than relying only on claims about what AI might do. *Batista et al. (2024)* likewise describe generative AI as a major development in higher education while emphasizing the need for responsible institutional practice. *Castillo-Martínez et al. (2024)* show that research on AI in higher education has expanded across teaching, learning, administration, and policy.

Academic integrity is one of the most discussed issues. generative AI can produce essays and literary responses that appear coherent even when the student has not read the text carefully. *Cotton et al. (2024)* examine the difficulty of maintaining academic honesty in this environment. *Adeshola and Adepoju (2024)* also identify cheating, assessment, and the changing nature of student work as central concerns. These studies suggest that the

problem cannot be solved simply by banning AI. Assessment must also make room for oral explanation, drafting, reflection, textual evidence, and the student's own process of thought.

The question of truth is equally important. *Bender et al. (2021)* explain that language models generate patterns of language rather than knowledge in the human sense. *Hicks et al. (2024)* argue that such systems may produce fluent statements without any concern for whether those statements are true. In literary studies, this may result in invented quotations, incorrect publication details, false historical claims, or interpretations that are not supported by the text. *UNESCO (2023)* therefore recommends attention to verification, privacy, fairness, and human responsibility.

Digital humanities offer a more constructive way of thinking about the relationship between technology and literature. Computational tools can help students examine repeated words, themes, narrative patterns, and relationships across a large body of writing. Such work can widen the range of questions asked in literary studies. It should not, however, be confused with interpretation itself. A pattern identified by software still requires historical understanding and human judgement.

Recent work has begun to address literature teaching more directly. *Wessels (2025)* proposes an AI framework for English Literature in higher education and shows that the value of AI depends on how it is placed within a teaching design. *Bellot et al. (2025)* examine the use of ChatGPT in undergraduate literature courses and consider its possible contribution to student engagement and comprehension. These studies are important because they move the discussion away from general claims about AI and towards the particular demands of literary learning.

Research concerns higher education in general, language learning, assessment, or STEM subjects. There is less sustained work on AI and Indian Writing in English. This area requires special attention because Indian English literature is marked by linguistic variety, colonial history, regional difference, caste and gender relations, migration, and cultural negotiation. An AI tool may provide useful background, but it may also simplify or distort these matters. The teaching of Indian Writing in English therefore calls for a model that joins technological awareness with historical care and close reading.

### 3. Methodology

This paper uses a qualitative and conceptual method. It

does not measure the performance of a particular AI application or compare student groups through statistical testing. Its purpose is to consider how AI might be used in the teaching of Indian Writing in English and what conditions would make such use educationally responsible.

The discussion is based on secondary material drawn from four related areas: AI in education, generative AI and higher education, digital humanities and literary teaching, and Indian and postcolonial literary studies. Recent publications from 2023 to 2025 receive particular attention because generative AI has become a visible part of academic practice during this period. Earlier works are included where they provide important ideas about educational technology, postcolonial interpretation, or the teaching of literature.

The sources were read thematically. Four concerns guided the discussion: the place of AI in literary teaching, possible uses in Indian Writing in English, ethical and practical difficulties, and future directions for teachers and institutions. The paper also uses selected literary works as examples. These works are not treated as evidence from a classroom experiment. They are used to show how particular AI-supported activities might be designed and what kinds of questions they might raise.

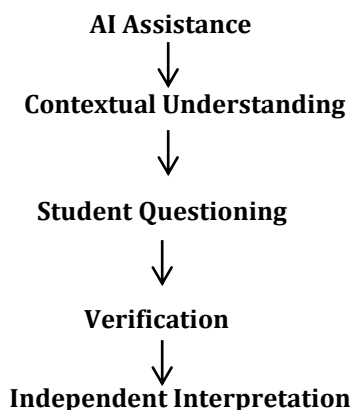
The examples include *Kanthapura*, *Midnight's Children*, *Sea of Poppies*, *The God of Small Things*, selected fiction by Jhumpa Lahiri, and Chetan Bhagat's *Five Point Someone*. The examples represent different historical and cultural settings and allow the discussion to consider nationalism, partition, caste, migration, diaspora, education, and youth culture.

The study has clear limits. It does not include interviews with teachers, student responses, classroom observation, or measured learning outcomes. Its conclusions are therefore provisional. They suggest directions for practice and research rather than claiming that AI has already improved the teaching of Indian Writing in English. Future studies should examine how students actually use AI, how teachers regulate it, and whether carefully designed AI activities improve reading, discussion, contextual understanding, and independent interpretation.

### 4. Theoretical Framework

This paper proposes a human-centred Model for AI-Assisted Literary Learning. The model is based on a simple principle: AI may assist the reading process, but it should not control it. The model can be represented as

follows:



**Figure 1:** Theoretical Framework

AI assistance may include explanations, vocabulary support, historical background, translations, discussion questions, and comparisons between texts. These materials can help students approach a difficult work. They should then lead to questions rather than end the learning process. Students must check the information against the literary text, reliable historical sources, and scholarly criticism. Only after this process should they form an interpretation of their own. The model places the teacher at the centre of judgement. The teacher decides when AI is useful, what kind of task it should support, how its answers should be checked, and how students should respond when the tool is wrong. The student is not a passive receiver of machine-generated information. The student is a reader who tests, rejects, revises, and develops ideas. This approach avoids two unhelpful extremes. One is the belief that AI has no place in literary education. The other is the belief that AI can replace reading and interpretation. A more balanced position recognizes that technology may widen access to information while human beings remain responsible for meaning (Figure 1).

#### 4.1. Artificial Intelligence and Literary Pedagogy

AI can be useful in the first stages of approaching a literary text. Students may ask for an explanation of a historical event, a definition of a theoretical term, or a list of questions about a chapter. Such assistance can be valuable when students lack confidence or when the text contains unfamiliar references. It may also support students with different levels of language ability. A learner may request a simpler explanation of a difficult passage, a glossary of unfamiliar words, or a comparison between two interpretations. This kind of support can make the classroom more inclusive, especially when students come from different linguistic and educational

backgrounds.

Teachers may use AI to prepare classroom activities. It can suggest questions about narrative voice, characterization, symbolism, setting, or historical context. It can also help create timelines, comparison charts, and preliminary exercises. These materials should be treated as drafts. The teacher must check them before using them, and students should be encouraged to identify weaknesses or omissions. AI may also contribute to digital humanities projects. Students can examine recurring images, patterns of language, or thematic connections across several texts. Such activities can introduce them to new forms of literary research. Yet computational results do not explain why a pattern matters. That question still requires close reading and interpretation. The value of AI in literary teaching therefore depends less on the tool itself than on the task designed around it. An activity that asks students to copy an AI summary encourages dependence. An activity that asks them to compare an AI response with a passage from the novel, identify errors, and defend their own reading encourages thought.

#### 4.2. Teaching Indian Writing in English through AI-Assisted Learning

Indian Writing in English is well suited to carefully plan AI-assisted activities because its texts often demand historical and cultural preparation. In teaching Raja Rao's *Kanthapura*, a teacher might ask students to use AI to prepare a short account of Gandhian nationalism and the freedom movement. Students would then compare that account with the novel's representation of political awakening, village life, and collective memory. The purpose would not be to accept the machine's explanation but to notice what it includes, what it leaves out, and how the novel presents history through the voice of its narrator.

*Midnight's Children* can be used to examine the relationship between personal memory and national history. Students might ask AI to create a timeline of Independence and Partition and then compare it with Saleem Sinai's version of events. This activity could lead to questions about memory, exaggeration, magical realism, and the difference between historical record and literary truth.

A study of Amitav Ghosh's *Sea of Poppies* may involve colonial trade, migration, language, and the movement of people across the Indian Ocean. AI could provide an initial account of the opium trade or the history of indenture.

Students would then need to consult reliable sources and examine how the novel gives voice to people caught within these systems.

In teaching Arundhati Roy's *The God of Small Things*, AI-generated questions might introduce discussion of caste, gender, childhood, family, and social punishment. The teacher should ensure that these questions do not reduce the novel to a list of social issues. Students must attend to narrative order, repetition, imagery, silence, and the novel's treatment of time.

Jhumpa Lahiri's fiction can support discussion of migration, language, family, and belonging. AI may help students clarify cultural references or compare the experiences of characters who live between different worlds. The important work, however, lies in examining how Lahiri represents distance, memory, and identity through detail and narrative form.

Chetan Bhagat's *Five Point Someone* can provide an accessible entry into questions about education, competition, friendship, family expectations, and social mobility. Students may begin with AI-generated questions about youth culture and the Indian education system, but they should move towards a discussion of narrative style, popular fiction, readership, and the relationship between literary value and social relevance.

AI-supported learning can be organized across three stages:

1. *Before Reading:* Students receive help with historical background, cultural references, and difficult vocabulary.
2. *During Reading:* Students use questions, comparisons, and prompt to remain attentive to the text.
3. *After Reading:* Students test AI-generated interpretations against textual evidence and develop their own arguments.

At every stage, AI material should be regarded as a starting point. It should never become a substitute for the literary work.

#### 4.3. Challenges and Ethical Considerations

The use of AI in literary education raises problems that cannot be treated as minor technical difficulties.

*Academic Dishonesty:* Is the most visible concern. A student may ask an AI system to write an essay and submit the result without reading the text or developing

an argument. This practice removes the central purpose of literary education: learning how to read, think, and express an interpretation. *Cotton et al. (2024)* show why assessment must change in response to this problem. Teachers may need to give greater importance to drafts, reading notes, oral discussion, annotated passages, and reflective accounts of how an argument was formed.

*Unreliable Information:* Is another serious difficulty. AI may invent quotations, misdate a novel, confuse characters, or provide references that do not exist. Its language can sound certain even when its content is wrong. Students must therefore learn to check every important claim against the primary text, library sources, and established scholarship.

*Loss of Close Reading:* May occur when students depend on summaries. A summary can tell students what happens, but it cannot replace attention to syntax, image, rhythm, narrative structure, irony, or silence. Literature is often found in the details that a summary removes. Teachers should therefore design tasks that require students to quote, analyse, and explain particular passages.

*Cultural and Algorithmic Bias:* Is especially important in the study of Indian Writing in English. AI systems may reproduce dominant interpretations or treat complex cultural practices through simplified categories. They may overlook regional differences, caste experience, indigenous knowledge, or the significance of Indian languages. Students should be encouraged to ask whose perspective an AI response represents and whose perspective it ignores.

*Unequal Access:* May create a new division among students. Some may have fast internet, paid applications, and personal devices, while others may depend on shared or limited resources. AI should not become a hidden requirement for success. Institutions must provide fair access and ensure that students can complete essential academic work without expensive tools.

*Privacy and Copyright:* Also require attention. Students may upload personal information, unpublished writing, or copyrighted material to commercial platforms without understanding how the data may be stored or used. *UNESCO (2023)* stresses the need for clear rules concerning privacy, safety, and responsible use.

*The Changing Role of the Teacher:* Must be considered carefully. AI cannot replace the teacher's knowledge of students, texts, classroom relationships, or local cultural contexts. The teacher remains responsible for selecting

material, correcting errors, encouraging disagreement, and creating a space in which different interpretations can be discussed.

#### 4.4. Future Directions

The future use of AI in literary education should develop through careful experimentation rather than sudden adoption. Institutions need clear policies that explain what forms of AI use are acceptable. Students should know whether they may use AI for brainstorming, language correction, translation, or background research, and they should understand when such use becomes academic substitution. Policies should also require students to acknowledge substantial assistance. Teacher education is equally important. Teachers of Indian Writing in English need opportunities to learn how AI systems work, where they commonly fail, how bias appears in generated responses, and how AI can be connected with close reading. Training should include privacy, copyright, source checking, assessment design, and classroom discussion.

Assessment will need to become more process-oriented. Instead of relying only on a final essay, teachers may ask students to submit reading journals, annotated passages, drafts, oral explanations, comparative responses, and short reflections on the use of AI. An assignment might ask students to identify errors in an AI-generated interpretation and then produce a better reading supported by the text. Such tasks make critical judgement visible. AI literacy should become part of literary study. Students should learn how to frame questions, recognize uncertainty, check references, identify invented evidence, and compare machine-generated responses with scholarly criticism. The aim is not to train students to obtain faster answers but to help them become more careful readers of both literature and technology.

Digital humanities may also open new paths for research. Students can use computational tools to examine patterns across novels, poems, or short stories and then connect those patterns with historical and cultural interpretation. This work can bring together literary study, data awareness, and interdisciplinary research without abandoning the value of close reading. More classroom-based research is needed. Future studies should include teachers and students from different universities and linguistic backgrounds. They should examine whether AI-assisted activities improve comprehension, participation, vocabulary, contextual knowledge, and critical interpretation. Research should also consider whether the benefits are shared equally or whether AI increases

existing educational inequalities. The most useful future is not one in which AI replaces the teacher or the reader. It is one in which AI performs limited supporting tasks while human beings remain responsible for questions of value, meaning, culture, and judgement.

## 5. Conclusion

Artificial Intelligence has become part of the educational landscape, but its presence does not automatically improve learning. In literary studies, the question is not whether AI can produce information. It clearly can. The more important question is whether its use helps students read more carefully, think more independently, and understand literary works in their historical and cultural complexity. The teaching of Indian Writing in English offers a valuable setting for this discussion. Works by Raja Rao, Salman Rushdie, Amitav Ghosh, Arundhati Roy, Jhumpa Lahiri, and Chetan Bhagat bring together questions of nationalism, partition, caste, gender, migration, identity, education, and social change. AI may help students approach these contexts by offering background information, vocabulary support, questions, and comparative material. It may also assist teachers in preparing activities and introducing students to digital methods of literary study. AI can invent facts, reproduce bias, encourage plagiarism, weaken close reading, and create unequal learning conditions. It may produce an interpretation that sounds polished but has little connection with the language of the text. For this reason, AI-generated material must remain open to checking and correction. The human-Centred Model proposed in this paper places AI within a sequence of assistance, questioning, verification, and independent interpretation. This model gives technology a useful but limited role. It allows students to benefit from digital support without surrendering their responsibility as readers. It also preserves the teacher's role as an informed guide who can connect literary language with history, culture, and lived experience. AI should therefore be welcomed neither uncritically nor fearfully. Its value in the literature classroom depends on the quality of the questions asked, the care with which answers are checked, and the extent to which students remain engaged with the primary text. Used in this way, AI can widen access to literary learning and encourage new forms of classroom activity. It cannot, and should not, replace the human work of reading, interpretation, imagination, and judgement.

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**Ethical Approval Statement:** This study is based on textual and literary analysis of published works and does not involve human participants or animals.

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