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## DIGITAL ASSISTANT IN THE CLASSROOM: POSSIBILITIES AND LIMITATIONS OF AI APPLICATION IN LITERATURE AND LANGUAGE TEACHING

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**Abstract.** Contemporary literature and language teaching increasingly integrates digital tools, among which artificial intelligence (AI) holds a prominent position. This paper aims to examine the role of AI as an assistant in the teaching process, focusing on didactic, methodological and ethical aspects. Using an analytical-descriptive approach, the paper highlights the possibilities of applying AI in various teaching areas: in literary studies (character analysis, motif interpretation, contextualization of literary works), in language instruction (grammatical and stylistic exercises, contrastive analyses), as well as in the preparation of didactic materials (tests, quizzes, digital games). Special attention is given to differentiated instruction and inclusion, as AI can provide individualized tasks for students of varying abilities and interests. The paper also discusses the limitations of AI use, such as the risk of passive content consumption, reduced critical thinking, and technological dependence, emphasizing the necessity of teacher supervision and clear pedagogical guidelines. It is concluded that AI can significantly enhance the teaching process by relieving teachers of routine tasks, but it cannot replace their creative and interpretative role.

**Key words:** artificial intelligence, literature teaching, language teaching, digital pedagogy, teaching assistant

### 1. Introduction

Contemporary education is characterized by intensive digitalization processes, which in recent decades have shaped both the content of teaching and the roles of teachers and students. The emergence of new technologies, from multimedia textbooks and interactive learning platforms to personalized applications, has raised the question of how digital tools can improve the process of learning language and literature. However, in recent years, the most profound changes have been observed with the development of artificial intelligence (AI), which no longer functions merely as a tool for information retrieval or content reproduction, but as an interactive interlocutor, a personalized tutor, and an analytical partner.

Literature and language instruction is particularly sensitive to the emergence of new technologies because its subject matter - language as the basis of communication and literature as artistic expression - is simultaneously a field of the finest nuances and interpretations. In this sense, the application of AI in this domain has a dual dimension: on the one hand, it can relieve the teacher of routine tasks (creating tests, quizzes, explaining basic concepts), clear space for deeper interpretations, and encourage student creativity. On the other hand, a series of dilemmas arises: can an over-reliance on AI lead to a loss of critical thinking? How can students develop their own interpretations of literary works if AI offers them ready-made templates? Where does assistance end and replacement begin?

In the literature on digital pedagogy (Prensky, 2001; Selwyn, 2016; Holmes et al., 2022), it is emphasized that technology is never neutral; rather, it always shapes the learning process itself. The introduction of AI into the classroom cannot be viewed merely as a technical innovation, but as a pedagogical challenge: it is necessary to define methodological frameworks, rules of use, and pedagogical goals. Precisely for this reason, the aim of this paper is to explore the role of AI as a digital assistant in literature and language instruction, paying special attention to its didactic potentials and limitations.

Starting from an analytical-descriptive approach, the paper will first present the theoretical framework defining the concept of the digital assistant in education and its specificity compared to earlier forms of digital resources (encyclopaedias, internet browsers, educational applications). Subsequently, the concrete possibilities of applying a digital assistant in literature instruction (text interpretation, analysis of characters and motifs, connection with the cultural-historical context) and in language instruction (grammar exercises, contrastive analyses, development of stylistic sensitivity) will be analysed. The role of the digital assistant in differentiated instruction and inclusion will be particularly highlighted, where personalized tasks can facilitate work with students of varying abilities and needs.

Simultaneously, the limitations will also be considered. Literature and language instruction is based on interpretation, dialogue, and creativity - dimensions that cannot be fully automated. There is a danger that the excessive use of AI may lead to the standardization of answers, a decrease in motivation for independent research, and the adoption of ready-made solutions. Therefore, it is necessary to develop clear pedagogical guidelines in which AI is viewed as an assistant rather than a substitute for the teacher, and in which the teacher retains primacy in creating the interpretative and discursive space of the classroom.

This paper, therefore, starts from the premise that AI can significantly contribute to the improvement of language and literature instruction, but only if it is used within a clear pedagogical framework and under the continuous supervision of the teacher. The analysis of possibilities and limitations will be based on both theoretical sources from the fields of digital pedagogy and teaching methodology, as well as illustrative practical examples. This opens up space for redefining the teacher's role in the digital age, where the teacher becomes a moderator between the student and the digital assistant, thereby preserving the fundamental purpose of education: the development of critical thinking, creativity, and aesthetic sensitivity.

## **1. Digital pedagogy and the place of artificial intelligence**

The development of digital pedagogy over the last two decades indicates that technology does not enter the classroom as a neutral tool, but as a factor that changes the learning process itself (Selwyn, 2016). Theories about digital natives and digital immigrants (Prensky, 2001) emphasize generational differences in the use of technologies and their pedagogical implications: while students grow up in an environment where digital media are unavoidable, teachers often assume the role of mediators between traditional methods and new digital forms of work.

Artificial intelligence in education represents a new phase in this process: it does not stop at providing content, but assumes an interactive, interpretative and advisory function. This is the reason why artificial intelligence is increasingly viewed not only as a technological tool, but as a digital assistant (Holmes et al., 2022), which can support personalized learning, the development of problem-solving skills and creative approaches to teaching. Dr.

Radoslav Božić (2025), in his work, focuses on the application of AI in mathematics teaching, highlighting possibilities such as personalized learning and the use of specialized applications (e.g., *Photomath*, *MathGPT*). As main limitations, he cites the possible loss of student independence in their work, the risk of inaccurate results (hallucinations) and the necessity for the teacher to retain the role of process controller. Aleksa Eremija (2025), as an advisor at the Institute for the Improvement of Education and Upbringing (ZUOV), Eremija deals with the practical application of generative AI for lesson preparation. He emphasizes the potential of AI in saving time (up to 31%) and reducing administrative burden, but emphasizes that AI serves as a pedagogical assistant, and not a replacement for the teacher<sup>1</sup>. Kristina Stevanović (2024) focuses on higher education and legal regulations in Serbia. Analyses how the integration of AI (Education 4.0) affects the interaction of teachers and students, highlighting challenges in personal data protection and ethical boundaries in the application of these technologies. Dejan Kreculj (2024), as a pedagogical advisor, he singles out concrete ideas for using AI to support students; such as developing critical thinking through the analysis of the reliability of information generated by AI. Zoran Milojević (2025) created the educational course "Artificial Intelligence in Education – a guide for teachers", where he emphasizes the possibility of automating grading and the creation of teaching materials.

The sources also cite referent foreign authors whose research is current:

Abu Khurma and colleagues (2024): investigated the potential of ChatGPT as a teacher's ally in preventing professional burnout through facilitating workload. Bawaneh, Al-Salman and colleagues (2025): examined the satisfaction level of science and mathematics teachers and the factors motivating them to integrate AI into teaching. Passey, Taggart and colleagues (2024): deal with the research, policy and practice of applying generative artificial intelligence in education. Opesemowo (2025): analyzes in detail the advantages and disadvantages (pros and cons) of artificial intelligence in mathematics education. Hwang and Tu (2021): provide a systematic review of research trends and the roles of artificial intelligence in mathematics teaching.

#### Key opportunities and limitations according to the authors

##### Opportunities:

1. Personalization: Adapting materials to the individual pace and learning style of each student.
2. Efficiency: Significant time savings in lesson preparation, creating tests and administrative tasks.
3. Accessibility: Support for inclusive education through assistive technologies and content translation.

##### Limitations:

1. Ethical risks: Issues of privacy, surveillance and protection of students' personal data.
2. Technical imperfection: The appearance of "hallucinations" (fabricated data) and algorithmic bias.

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<sup>1</sup> The research titled "AI to the Rescue: Exploring the Potential of Chat GPT as a Teacher Ally for Workload Relief and Burnout Prevention", published in the journal *Research and Practice in Technology Enhanced Learning* (2024), draws the conclusion that the use of AI tools significantly reduces the time teachers spend on preparation, allowing them to focus more on interaction with students and other pedagogical aspects of teaching.

3. Pedagogical challenges: The danger of uncritical reliance on technology, which can diminish the capacity for logical thinking and critical evaluation among students.

## **2. Teaching literature and language: specificities**

In the literature and methodology of language teaching, it is emphasized that the primary goal of instruction is the development of interpretative abilities, critical thinking, and aesthetic sensitivity (Đorđević, 2014; Nikolić, 2020). Unlike other subjects, this is not a one-way transfer of knowledge, but rather a dialogue among the student, the text, and the teacher. In this regard, any application of digital technology must be tailored to these specific characteristics: technology should stimulate analysis rather than replace it; it must cultivate stylistic and semantic sensitivity instead of providing ready-made models of interpretation.

## **3. Research Objectives and Questions**

Building upon the preceding theoretical premises, this paper has three primary objectives:

- To define the potential roles of artificial intelligence as a digital assistant in literature and language instruction;
- To identify the didactic advantages and limitations of such an application;
- To outline pedagogical guidelines that can ensure the productive and responsible use of AI in the classroom.

From these objectives, the following research questions guiding the analysis arise:

- How can AI enhance the analysis of literary texts within the teaching process?
- To what extent can artificial intelligence be useful in language instruction, particularly concerning grammar, stylistics, and contrastive analysis?
- What are the didactic and ethical limitations of using artificial intelligence in education?
- How can a balance be ensured between the assistance provided by AI and the preservation of the teacher's creative and interpretative role?

## **4. Position of the Paper in Contemporary Research**

To date, research on the use of artificial intelligence (AI) in education has primarily focused on STEM fields (Luckin et al., 2016; Zawacki-Richter et al., 2019), while the humanities, and particularly literature and language instruction, remain insufficiently explored. This opens up space for studying the role of AI in disciplines where the key objectives are not reduced to exact answers, but rather centre on interpretation, analysis, and creativity. Precisely herein lies the specific value of this paper: it examines the potential and limitations of AI not only as a tool for efficiency, but also as a factor in the process of developing critical thinking and aesthetic experience in students.

## **5. Methodology**

### **5.1. Research Approach**

This paper is based on an analytical-descriptive approach that enables the systematization of existing knowledge regarding the application of artificial intelligence (AI) in education and its critical interpretation in relation to the specific features of literature and language instruction. Instead of empirical classroom research, this paper combines theoretical insights from the field of digital pedagogy with illustrative examples demonstrating how AI can be

utilized in practice. Such a method allows for the mapping of potentials, as well as highlighting the limitations arising from the very nature of the subject and the teaching objectives.

## 5.2. Data Sources

The analysis utilizes:

- **theoretical sources** in the fields of digital pedagogy, didactics, and the methodology of language and literature instruction (Prensky, 2001; Selwyn, 2016; Holmes et al., 2022; Luckin et al., 2016; Zawacki-Richter et al., 2019);
- **professional manuals and educational literature** that define the objectives and tasks of literature and language instruction (Đorđević, 2014; Nikolić, 2020);
- **examples from teaching practice** (e.g., quiz preparation, literary text analysis, personalized grammar exercises), taking into account the possibilities offered by contemporary AI systems.

## 5.3. Methods of Analysis

The analysis is carried out in three steps:

- **Identification of AI functions** in the educational process (informative, advisory, creative, evaluative);
- **Comparison of these functions with the objectives of literature and language instruction**, in order to identify similarities and differences;
- **Critical interpretation** of potential benefits and limitations, with special emphasis on issues of differentiated instruction, inclusion, student motivation, and the preservation of the teacher's creative role.

## 5.4. Methodological Limitations

This paper does not include empirical testing in real classrooms, but is instead oriented toward theoretical-analytical consideration. This creates a broader foundation for future research, which could encompass:

- pedagogical experiments in a school context;
- qualitative analyses of teacher and student experiences;
- quantitative measurements of effects on motivation and achievement.

## 5.5. Objective of the Methodological Approach

The application of the analytical-descriptive method aims to provide a clear map of the possibilities and challenges of using AI in language and literature instruction, but also to highlight the need for the development of pedagogical models and guidelines that will ensure a productive and ethically responsible integration of technology into the educational process.

## 6. Analysis and Discussion

### 6.1. AI in Literature Instruction: From Hermeneutic Stimulation to Creative Transformation

**6. 1.1. The Hermeneutic "Starting Point" Instead of a Finished Interpretation** The key didactic task in literature instruction is equipping students for the independent understanding and reasoned interpretation of a literary text. AI is useful here when it acts as an initial catalyst: it suggests a network of concepts, opens up multiple reading hypotheses, demonstrates contradictory interpretative lines, and thereby stimulates classroom dialogue, but it does not draw conclusions on behalf of the students. We provide examples for potential application:

- **Exercise:** the teacher gives the AI a prompt such as: "List three divergent interpretative theses about the dream motif in X (without a conclusion)."
- Students in groups choose one thesis and substantiate it with quotations and context; another group is tasked with refuting that thesis with counterexamples.
- **Didactic benefit:** a polyphonic introduction to interpretation; practicing argumentation and counter-argumentation; visibility of supporting evidence (quotations, motivic relationships, narrative focuses).

### 6.1.2. Text Mapping and Semantic Fields

Students often seek insight into the structure of a work (characters, motifs, spatiotemporal arrangement, narrative voice). AI can generate a map of characters and relationships, semantic fields (e.g., the lexicon of light/darkness), as well as chronotopic axes.

- **Exercise:** From an input fragment, the AI extracts key nouns, verbs, and epithets and suggests grouping them into semantic clusters (e.g., "anxiety," "silence," "curtain" → the field of subduedness). Students verify across a larger corpus of works whether the pattern is maintained or altered.
- **Constraint:** The AI map is a hypothesis; students must empirically verify the distribution of motifs throughout the entire text (searching for quotations, frequency, positions within the plot).

### 6.1.3. Intertextual Connections and Cultural Context

AI is useful for quickly suggesting potential intertextual references (e.g., biblical motifs, classical topoi, modernist allusions).

- **Exercise:** "List three possible intertextual references for motif X in work Y; for each, state why you believe a connection exists (motif, style, plot mechanism)." Students then verify the evidence (quotations, para-text, authorial essays).
- **Limitation:** Avoid recognizing everything everywhere. AI can overemphasize similarities; therefore, a confirmation criterion is introduced (at least two consistent indicators in the text).

### 6.1.4. Creative Transformation as an Evaluation of Comprehension

Creative tasks (an alternative ending, a monologue of a supporting character, a "lost letter" in an epistolary novel) do not serve as entertainment, but rather as proof of understanding the poetics of the work.

- **Exercise:** The student creates a text skeleton (draft) with AI, but must justify every stylistic decision (diction, rhythm, focalization) by referencing the original. The teacher evaluates the alignment of the style with the poetic qualities of the work, rather than the beauty of the pastiche.

- **Rubric (abbreviated):** (1) consistency of focalization; (2) economy of motifs; (3) functional use of stylistic figures; (4) justifying decisions with quotations from the original.

### 6.1.5. Ethical-Interpretative Dilemmas

Students using AI quickly resort to retelling. Therefore, the rule of triple distance is introduced: (a) the AI's proposal, (b) student verification using the text, and (c) joint classroom discussion. Only after steps (a)-(c) is a synopsis permitted. This prevents the shift from interpretation to mere summarization.

### 6. 1.6. AI in Teaching Practice: A Possible Application Model

#### Artificial Intelligence as a User of Human-Generated Stylistic Material: The AI Writer in the Text Localization Phase

<sup>2</sup>In this example of teaching practice, we will present a possible method of applying AI in the localization phase of a literary text. To localize a text means to re-establish the connection between the text and the whole from which it was extracted. Forms of localization can be diverse, and by incorporating teaching tools from the AI corpus to motivate and create a positive environment for further work on the text, the basic functions of localization can be realized more efficiently and effectively.

In this example, we will use the Chat GPT model, which is a large language model built in the following way:

- Data was collected from across the internet and private datasets, and the model was "fed" with this data.
- After the data was collected and provided to the model, it learned from it until certain satisfactory metrics were met during training.
- After the model was trained on all the data, it was additionally fine-tuned to prevent the generation of unethical statements.

The model functions in the following way:

- The user inputs text of an unspecified length.
- The model arranges this text into a sequence of vector tokens and, based on the data it was trained on, searches for the optimal response for the user.
- After the optimal response is found, the model generates meaningful sentences that it considers to be the best answer. This means that the model can never be absolutely certain whether the answer is actually correct or not.
- The model remembers the user's input, and if it detects that the next question is related to the previous one, it takes the preceding context into account and repeats the previously described process.

Chat GPT can be a useful tool in education. Pupils and students can ask questions about the subject matter, solve problems, or receive additional explanations using GPT technology. Furthermore, GPT can simulate conversations with historical figures or virtual characters to enhance learning through simulation and practice.

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<sup>2</sup> "A portion of the aforementioned model was presented at the conference Stylistics and Artificial Intelligence, held at the Faculty of Philology in Belgrade on June 14–15, 2024."

In this example, we will use Chat GPT in the phase of the final localization of Aleksa Šantić's poem "Veče na školju" ("Evening on the Islet"), focusing on the stylistic analysis of the poem.

Prior to the localization phase, the following (outline) data is gathered with students through literary text analysis, utilizing available information (e.g., <https://www.mojalektira.com/vece-na-skolju-pjesma/>):

- ▶ The poem "Veče na školju" ("Evening on the Islet") was published in the collection "Pjesme" (Poems) in 1908 and is considered the pinnacle of Šantić's poetic opus.
- ▶ It achieves a perfect harmony of form and content, sound and meaning, melody and the resulting atmosphere.
- ▶ The poet suggests paying close attention to its inner layer—the world of meanings within the images and symbols encountered, and the messages contained within this lyric poem.
- ▶ Poem Composition: The poem is built on the principle of symmetry: symmetry of stanzas, verses, and rhyme. It consists of four sestet (six-line stanzas), each having the same symmetrical structure - the syllable count in the verses repeats to establish balance: 5-2-6 / 5-2-6. In all stanzas, couplet and enclosed rhyme alternate in the same manner: aa b cc b. This provides the formal framework for achieving internal harmony (on both phonetic and semiotic levels).
- ▶ Objective Layer of the Poem: An image of a rugged, barren island with a small church and a crucifix, before which a group of impoverished locals kneels and prays in silence to a God who remains mute. The only sounds filling the space are the tolling of the church bell and the murmur of prayer.
- ▶ Stylistic Figures:
  - Assonance (the dark tone and openness of the rhythmically repeating vowel 'A') and
  - personification ("the blue expanse sleeps"): an experience of the sea, peace, evening twilight, and silence.
  - This is followed by alliteration, establishing a contrast between the calm water surface and the inhospitable island landscape sinking into darkness.
- ▶ In the second stanza, the poem takes on a social aspect. A special effect is achieved here through personification: the bell sobs, the sound trembles, sorrow sighs.
- ▶ The dominant motif filling the third stanza is hopelessness. The efficacy of the stylistic figure used in the first verse is absolute ("Thin heads kneel"). Through the use of synecdoche, the poet emphasizes the only thing remaining of these people that still defines their humanity.
- ▶ With the imagery achieved in the final two stanzas, the poem's theme transcends the boundaries of social lyric poetry and raises the question of the meaning of human existence as a whole.

### Application of Chat GPT in the Final Localization Phase

In the final phase of literary text localization using AI tools, we aim to deepen the analysis of the poem's stylistic features and encourage divergent thinking among students. Below, we list potential questions for the aforementioned analysis, along with the responses obtained from Chat GPT (GPT 3.5). These responses also serve as a new type of exercise, as they require students to evaluate their validity and critically examine the use of such tools in literature instruction.

#### Questions and Answers:

1. Can you respond as if you were the poet Aleksa Šantić?

*As an AI assistant, my function is to provide information and assistance to users based on the context presented to me. I am not capable of pretending to be a specific person, in this case, the poet Aleksa Šantić. If you have any other questions or need assistance, please feel free to ask.*

2. **I would like to ask some questions about Šantić's style, language, and inspiration.**

*Certainly, I would be happy to help you with questions about Šantić's style, language, and inspiration. Please, pose your questions, and I will do my best to provide the most accurate information on the subject.*

3. **Which stylistic figures does A. Šantić use in his literary opus?**

*Aleksa Šantić utilized various stylistic figures in his poetry. Some of the stylistic figures observable in his verses include metaphors, allegories, anaphoras, and alliterations. His poetry is known for its intense emotionality, natural imagery, and deep reflections on love, suffering, and patriotism.*

4. **How did the poem "Veče na školju" come to be?**

*The poem "Veče na školju" was created as a work by Aleksa Šantić, who is renowned for his love and lyric poems. The poem describes an evening on the seashore, where the poet expresses his emotions and experiences concerning nature and love.*

5. **If Aleksa Šantić could express himself using only one type of word or one specific word, what would it be?**

*Love.*

6. **Suggest a new word for a certain feeling.**

*Harmony.*

#### **Additional potential questions:**

- How would you describe the main characteristics of Šantić's style, and how did it evolve over time?
- What is Šantić's relationship toward writing - how often does he write, and in which literary and non-literary genres has he tested himself?
- Does the poet think about the reader while writing?

From the provided example, it can be concluded that AI increases the efficiency of the instructional process, personalizes teaching, and allows for greater dynamics for both students and teachers. The application of this tool in literature instruction can have positive effects if implemented in a way that meaningfully enhances the educational process.

## **2. AI in Language Instruction: From Form to Usage and Style**

### **2.1. Grammatical Explanations and "Reasoned Errors"**

AI is useful for **differentiated explanation**: it explains the same phenomenon (e.g., case government, enclitics, word order) at three levels: basic, intermediate, and advanced; using **contrastive pairs** (Serbian–English/German).

- **Exercise**: "Explain the use of the genitive of negation at three levels; provide counter-examples and typical interference errors."
- **Pedagogical Innovation: "Intentional Error"** – AI generates sentences with targeted mistakes; students evaluate and correct them using rules and metalinguistic explanations (focusing not just on *what* is wrong, but *why*).

## 2.2. Lexical-Phraseological Development and Collocations

Collocations and phraseology are key to developing **idiomatic expression**. AI can offer ranked lists of collocations, but the teacher introduces the **corpus validation principle** (e.g., local media corpus, school corpus).

- **Exercise**: AI lists 10 collocations with the noun *hatred* (e.g., "blind hatred," "racial hatred," "inciting hatred"); students verify frequency and context, categorize them into **evaluative, legal, and colloquial patterns**, and create a micro-dictionary with examples.

## 2.3. Syntax and Style: Minimal Changes, Maximum Impact

In AI-assisted style exercises, it is useful to observe how micro-changes in word order, focus, or modality alter tone and meaning.

- **Exercise**: Given a neutral passage, AI generates three variants: (a) **neutral**, (b) **formal-administrative**, and (c) **essayistic**. Students highlight the **grammatical style-triggers** (enclitics, participial constructions, inversion, modal verbs) and formulate a rule: "Which linguistic move produces which stylistic effect?"

## 2.4. Contrastive Analysis (Serbian – English/German)

AI is used to quickly formulate hypotheses about contrasts (e.g., definiteness vs. indefiniteness, aspectuality, verb tenses).

- **Exercise**: "Compare the expression of iterativity in Serbian and German; provide 5 pairs of sentences with a metacommentary on the choice of means (prefixation, auxiliary verbs, adverbial indicators)." Students verify these in corpora/grammars and supplement the findings:

## 3. Methodological-Didactic Integration Model: The RAZ-VI Cycle

We present the operational model by Dr. Lidija Nerandžić Čanda for working with Artificial Intelligence in the humanities classroom – **RAZ-VI** (Think – Activate – Record – Validate – Integrate). The model is based on the active participation of both teacher and student when working with AI, while simultaneously providing clear guidelines for the use of AI in teaching practice. The model involves the following steps:

1. **Razmisli** (Teacher first): The teacher formulates the didactic goal and limitations (what the AI does *not* do).

2. **Aktiviraj** (AI-starter): A brief, limited AI intervention (hypotheses, list of concepts, opposition of theses).
3. **Zabeleži (Record - Note-taking)**: First, students keep an interpretation journal (double-entry: left side – AI proposal; right side – personal findings + quotation).
4. **Validacija** (Evidence first): Every claim is documented (quotations, examples, source corpus).
5. **Integracija (Integrate - Classroom first)**: Joint knowledge mapping; AI is excluded during the conclusion-drawing phase.

**RAZ-VI Success Rubric (1–4):** (a) clarity of goal; (b) evidence; (c) argumentation; (d) stylistic adequacy; (e) reflection on the role of AI.

#### 4. Differentiation and Inclusion

**4.1. Individualized Pathways** The application of AI in instruction enables the creation of mini-modular pathways consisting of three levels: basics (terms and examples), application (short tasks), and transfer (usage in a new text). Each module contains a check-point question that tests understanding without indirect AI assistance, such as a cloze test with a quotation. In this way, individualization is not left to the student's random choice but is directed through clear criteria for advancement.

**4.2. Linguistic Support for Students with Difficulties** AI can paraphrase text into a **lower register**, add a glossary of difficult words, and highlight cohesive ties (anaphora, conjunctions). This expands the inclusive approach to interpretation without reducing the **cognitive challenge**.

#### 5. Testing and Evaluation of Knowledge: What (Not) to Leave to AI

##### 5.1. Formative Assessment

- **AI-hint:** Permitted.
- **Mandatory:** The student submits a **decision log** (what the AI suggested, what the student accepted/rejected, and why).
- **Goal:** Development of **metacognition**.

##### 5.2. Summative Assessment

- **Prohibitions:** Writing the final essay with AI.
- **Permitted:** Using AI for preparation (map of terms, bibliographic guidelines) with a **declaration of use**.
- **Instrument:** A rubric with dimensions: **evidence – arguments – style – originality – reflection**; the reflection component explicitly evaluates the relationship with AI.

#### 6. Ethics, Limitations, and Safeguards

##### 6.1. Academic Integrity

- **Transparency:** A mandatory "Uses AI" note in every written work (what, how, and at which stage).
- **Non-transferable responsibility:** AI cannot be an author; the student signs off on responsibility for selection, accuracy, and interpretation.

## 6.2. Hallucinations and Bias

- **2+1 Rule:** No claim from AI enters the work without double verification (text/corpus + reference grammar/source).
- **Pedagogical Craft: Hallucination as a classroom case study** – students identify inaccuracies, formulate the correct solution, and write a mini-critique of the model ("why the AI was wrong").

## 6.3. Privacy and Copyright

- **Minimal Input:** Do not include student works or protected texts without permission; use publicly available excerpts.
- **Didactic Theme:** A legal-ethical lesson block (citation, paraphrase, fair use, public good).

## 7. Task Proposals (Operationalization)

### 7.1. Literature: "Dispute over Interpretation"

- **Task:** AI presents three contradictory theses regarding the motif of silence in an excerpt.
- **Students:** Choose one thesis, find 5 supporting quotations; the second group ("the prosecution") refutes the thesis; the third group keeps a meta-journal on the role of AI.
- **Outcomes:** Argumentation, citation, metacognition.

### 7.2. Language: "Collocation Laboratory"

- **Task:** AI offers 15 potential collocations for the lexeme *happiness*.
- **Students:** Filter the corpus, classify (legal, journalistic, literary registers), write "evidence-sentences"; create a mini-dictionary with pragmatic notes.

### 7.3. Style: "Micro-movements"

- **Task:** Transform a neutral text into administrative and essayistic styles.
- **Students:** Identify linguistic "moves" (passive voice, nominalization, modality) and write the **effect rule**.

## 8. Evaluation Instruments (Summary)

- **Interpretation Rubric (1–4):** (a) precision of quotations and references; (b) coherence of the thesis; (c) layered reading (motif, character, context); (d) stylistic economy; (e) reflection on the role of AI.
- **Teacher's Checklist:** Defined lesson goal; limited AI input; mandatory registration; summative course without AI; ethical notice included.
- **Pre/Post-test:** Identical short passage – measuring progress in (i) motif identification, (ii) argumentation, (iii) stylistic diagnosis.

## 9. Pedagogical Implications and Implementation Limitations

- **AI as an "early tool," not a "late judge":** Useful in stages of brainstorming, mapping, and contrasting; exclude it during the final formulation of the stance.
- **From form to meaning:** In language – from rules to usage and style; in literature – from concepts to **exegesis**.
- **Reflection as a mandatory outcome:** Every work contains a section "How I (did not) use AI and why."
- **Stable guardrails:** Transparency, evidence, double-checking, limited time, and domain of AI intervention.

## 10. Innovative Directions for Further Teaching and Research

- **"Dual Journal":** Continuous monitoring of how AI affects the thought process; analysing journals as a research corpus.
- **"Blind Review" of student essays:** One version created with AI assistance, the other without; comparative evaluation of rubrics.
- **Corpus of classroom hallucinations:** A collection and typology of typical AI inaccuracies in language/literature; creating an "atlas" with didactic correction protocols.
- **RAZ-VI Model across different ages:** Longitudinal examination of effects on argumentation, style, and interpretative maturity.

## Conclusion

Artificial intelligence shows its greatest pedagogical value when **framed**: as a generator of hypotheses, opposing lines, and stylistic scenarios that encourage the student to think, verify, and write with greater awareness of language and text. When used in this manner, technology ceases to be a shortcut and becomes an **opportunity for disciplined reading, argumentation, and style**, which are the foundations of humanities education.

## Discussion

The results of the analysis indicate that Artificial Intelligence (AI), when used as a digital assistant, can open new perspectives in literature and language instruction. However, it is essential to view these possibilities through a broader theoretical and pedagogical lens.

**1. Alignment with the Objectives of Language and Literature Instruction** The traditional goals of literature instruction (developing interpretive skills, critical thinking, and aesthetic taste) and language instruction (mastering grammatical structures, developing linguistic and communicative competence) are not in conflict with the application of AI, but they do require **pedagogical reformulation**. Students must not become passive recipients of ready-made interpretations and explanations, but active users who receive challenges and stimuli for independent thinking through AI.

**2. Confirmation and Correction of Existing Research** Previous research (Luckin et al. 2016; Holmes et al. 2022) has shown that AI can contribute to personalized learning and differentiated instruction. Our analysis confirms these insights but adds a dimension of **humanistic specificity**: unlike STEM fields, where efficiency is measured by accuracy and task-solving speed, in literature and language instruction, the primary criterion is the **quality of interpretation and language use**. In this way, AI is transformed from a means of faster problem-solving into a **means of deeper reflection**.

### 3. Limitations and Hazards

The results also point to significant risks:

- Loss of critical thinking if AI is accepted as a ready-made truth.
- Uniformization of styles when students adopt proposed patterns without reflection.
- Hallucinations and inaccuracies that can undermine trust in the educational process.
- Ethics and copyright, especially when processing student work or protected literary content. These risks confirm that AI can never be the "teacher," but only an assistant under the teacher's supervision.

### 4. Innovative Contribution

The analysis shows that AI can be integrated through the **RAZ-VI model** (Think - Activate - Record - Validate - Integrate), which represents an innovative framework for the humanities classroom. Compared to previous methodological models (personalized learning, adaptive platforms), RAZ-VI emphasizes:

- The **metacognitive dimension** (the student reflects on their relationship with AI);
- **Evidence verification** (quotations, corpus, grammar);
- **Collective integration** (the teacher and the class decide on the validity of the interpretation).

### 5. Perspectives for Future Research

The discussion raises questions that go beyond the scope of this paper:

- How do different age groups (primary school, secondary school, university) react to the integration of AI?
- What are the differences between native language instruction and foreign language instruction when AI-based guidance is introduced?
- How does AI affect the long-term development of students' stylistic sensitivity and critical thinking?
- Can a national or international corpus of classroom AI interactions be created as a basis for future research?

## Conclusion

The application of Artificial Intelligence in literature and language instruction represents both a great opportunity and a serious challenge. The analysis has shown that AI can facilitate routine teaching tasks, offer hypotheses and ideas that enrich interpretation, and create conditions for differentiated and inclusive instruction. A particularly valuable contribution is seen in the possibility for students to develop metacognitive abilities - not only to acquire knowledge but to reflect on how interpretation is created and how technology influences their decisions and linguistic choices.

However, it is clear that AI never can, and must not, replace the teacher. The greatest risks lie in the loss of critical thinking, the adoption of prefabricated forms, and a decrease in motivation for independent work. Therefore, it is necessary to develop pedagogical guidelines and models (such as the proposed RAZ-VI cycle) that will direct the use of AI and ensure a balance between technological support and the creative, interpretive role of the teacher.

Ultimately, AI should be viewed as an assistant—a catalyst for ideas and a prompter of questions, but not a provider of final answers. Its value lies in encouraging students and teachers to think more deeply, read more disciplinedly, and articulate their stances more clearly. This confirms that in the digital age, the role of the teacher becomes even more significant: they do not merely transmit knowledge but guide the interaction between the

student and digital tools, preserving the essence of humanities education - critical thinking, creativity, and aesthetic sensitivity.

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