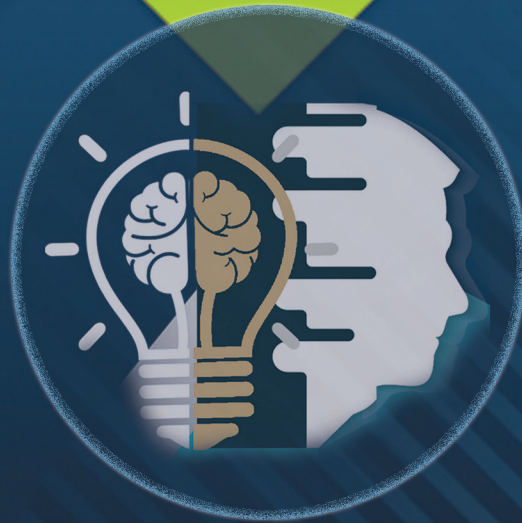




# مجلة العلوم الإنسانية

## دورية علمية محكمة تصدر عن جامعة حائل



السنة الثامنة، العدد 27  
المجلد الأول، سبتمبر 2025



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ







جامعة حائل  
University of Ha'il

## مجلة العلوم الإنسانية

دورية علمية محكمة تصدر عن جامعة حائل

للتواصل:

مركز النشر العلمي والترجمة

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## نبذة عن المجلة

### تعريف بالمجلة

مجلة العلوم الإنسانية، مجلة دورية علمية محكمة، تصدر عن وكالة الجامعة للدراسات العليا والبحث العلمي بجامعة حائل كل ثلاثة أشهر بصفة دورية، حث تصدر أربعة أعداد في كل سنة، وبحسب اكتمال البحوث المجازة للنشر. وقد نُحِتَت مجلة العلوم الإنسانية في تحقيق معايير اعتماد معامل التأثير والاستشهادات المرجعية للمجلات العلمية العربية معامل "آر سيف Arcif" المتوافقة مع المعايير العالمية، والتي يبلغ عددها (32) معياراً، وقد أُطلق ذلك خلال التقرير السنوي الثامن للمجلات للعام 2023.

### رؤية المجلة

التميز في النشر العلمي في العلوم الإنسانية وفقاً لمعايير مهنية عالمية.

### رسالة المجلة

نشر البحوث العلمية في التخصصات الإنسانية؛ لخدمة البحث العلمي والمجتمع المحلي والدولي.

### أهداف المجلة

تهدف المجلة إلى إيجاد منافذ رصينة؛ لنشر المعرفة العلمية المتخصصة في المجال الإنساني، وتمكن الباحثين -من مختلف بلدان العالم- من نشر أبحاثهم ودراساتهم وإنتاجهم الفكري لمعالجة واقع المشكلات الحياتية، وتأسيس الأطر النظرية والتطبيقية للمعارف الإنسانية في المجالات المتنوعة، ووفق ضوابط وشروط ومواصفات علمية دقيقة، تحقيقاً للجودة والريادة في نشر البحث العلمي.

## قواعد النشر

### لغة النشر

- 1- تقبل المجلة البحوث المكتوبة باللغتين العربية والإنجليزية.
- 2- يُكتب عنوان البحث وملخصه باللغة العربية للبحوث المكتوبة باللغة الإنجليزية.
- 3- يُكتب عنوان البحث وملخصه ومراجعته باللغة الإنجليزية للبحوث المكتوبة باللغة العربية، على أن تكون ترجمة الملخص إلى اللغة الإنجليزية صحيحة ومتخصصة.

### مجالات النشر في المجلة

تهتم مجلة العلوم الإنسانية بجامعة حائل بنشر إسهامات الباحثين في مختلف القضايا الإنسانية الاجتماعية والأدبية، إضافة إلى نشر الدراسات والمقالات التي تتوفر فيها الأصول والمعايير العلمية المتعارف عليها دولياً، وتقبل الأبحاث المكتوبة باللغة العربية والإنجليزية في مجال اختصاصها، حيث تعنى المجلة بالتخصصات الآتية:

- علم النفس وعلم الاجتماع والخدمة الاجتماعية والفلسفة الفكرية العلمية الدقيقة.
- المناهج وطرق التدريس والعلوم التربوية المختلفة.
- الدراسات الإسلامية والشريعة والقانون.
- الآداب: التاريخ والجغرافيا والفنون واللغة العربية، واللغة الإنجليزية، والسياحة والآثار.
- الإدارة والإعلام والاتصال وعلوم الرياضة والحركة.

### أوعية نشر المجلة

تصدر المجلة ورقياً حسب القواعد والأنظمة المعمول بها في المجلات العلمية المحكمة، كما تُنشر البحوث المقبولة بعد تحكيمها إلكترونياً لتعم المعرفة العلمية بشكل أوسع في جميع المؤسسات العلمية داخل المملكة العربية السعودية وخارجها.

### ضوابط النشر في مجلة العلوم الإنسانية وإجراءاته

#### أولاً: شروط النشر

#### أولاً: شروط النشر

1. أن يتسم بالأصالة والجدّة والابتكار والإضافة المعرفية في التخصص.
2. لم يسبق للباحث نشر بحثه.
3. ألا يكون مستلماً من رسالة علمية (ماجستير / دكتوراة) أو بحوث سبق نشرها للباحث.
4. أن يلتزم الباحث بالأمانة العلمية.
5. أن تراعى فيه منهجية البحث العلمي وقواعده.
6. عدم مخالفة البحث للضوابط والأحكام والآداب العامة في المملكة العربية السعودية.
7. مراعاة الأمانة العلمية وضوابط التوثيق في النقل والاقتباس.
8. السلامة اللغوية ووضوح الصور والرسومات والجداول إن وجدت، وللمجلة حقها في مراجعة التحرير والتدقيق النحوي.

#### ثانياً: قواعد النشر

1. أن يشتمل البحث على: صفحة عنوان البحث، ومستخلص باللغتين العربية والإنجليزية، ومقدمة، وصلب البحث، وخاتمة تتضمن النتائج والتوصيات، وثبت المصادر والمراجع باللغتين العربية والإنجليزية، والملاحق اللازمة (إن وجدت).
2. في حال (نشر البحث) يزود الباحث بنسخة إلكترونية من عدد المجلة الذي تم نشر بحثه فيه، ومستلاً لبحثه .
3. في حال اعتماد نشر البحث تؤول حقوق نشره كافة للمجلة، ولها أن تعيد نشره ورقياً أو إلكترونياً، ويحق لها إدراجه في قواعد البيانات المحلية والعالمية - بمقابل أو بدون مقابل - وذلك دون حاجة لإذن الباحث.
4. لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
5. الآراء الواردة في البحوث المنشورة تعبر عن وجهة نظر الباحثين، ولا تعبر عن رأي مجلة العلوم الإنسانية.
6. النشر في المجلة يتطلب رسوما مالية قدرها ( 1000 ريال) يتم إيداعها في حساب المجلة، وذلك بعد إشعار الباحث بالقبول الأولي وهي غير مستردة سواء أجاز البحث للنشر أم تم رفضه من قبل المحكمين.

#### ثالثاً: توثيق البحث

أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA7)

## رابعاً: خطوات وإجراءات التقديم

1. يقدم الباحث الرئيس طلباً للنشر (من خلال منصة الباحثين بعد التسجيل فيها) يتعهد فيه بأن بحثه يتفق مع شروط المجلة، وذلك على النحو الآتي:
  - أ. البحث الذي تقدمت به لم يسبق نشره (ورقياً أو إلكترونياً)، وأنه غير مقدم للنشر، ولن يقدم للنشر في وجهة أخرى حتى تنتهي إجراءات تحكيمه، ونشره في المجلة، أو الاعتذار للباحث لعدم قبول البحث.
  - ب. البحث الذي تقدمت به ليس مستلماً من بحوث أو كتب سبق نشرها أو قدمت للنشر، وليس مستلماً من الرسائل العلمية للمجستير أو الدكتوراة.
  - ج. الالتزام بالأمانة العلمية وأخلاقيات البحث العلمي.
  - د. مراعاة منهج البحث العلمي وقواعده.
- هـ. الالتزام بالضوابط الفنية ومعايير كتابة البحث في مجلة العلوم الإنسانية بجامعة حائل كما هو في دليل المؤلفين لكتابة البحوث المقدمة للنشر في مجلة العلوم الإنسانية بجامعة حائل وفق نظام APA7
2. إرفاق سيرة ذاتية مختصرة في صفحة واحدة حسب النموذج المعتمد للمجلة (نموذج السيرة الذاتية).
3. إرفاق نموذج المراجعة والتدقيق الأولي بعد تعبئته من قبل الباحث.
4. يرسل الباحث أربع نسخ من بحثه إلى المجلة إلكترونياً بصيغة (word) نسختين و (PDF) نسختين تكون إحداها بالصيغتين خالية مما يدل على شخصية الباحث.
5. يتم التقديم إلكترونياً من خلال منصة تقديم الطلب الموجودة على موقع المجلة (منصة الباحثين) بعد التسجيل فيها مع إرفاق كافة المرفقات الواردة في خطوات وإجراءات التقديم أعلاه.
6. تقوم هيئة تحرير المجلة بالفحص الأولي للبحث، وتقرير أهليته للتحكيم، أو الاعتذار عن قبوله أولاً أو بناء على تقارير المحكمين دون إبداء الأسباب وإخطار الباحث بذلك
7. تملك المجلة حق رفض البحث الأولي ما دام غير مكتمل أو غير ملتزم بالضوابط الفنية ومعايير كتابة البحث في مجلة حائل للعلوم الإنسانية.
8. في حال تقرر أهلية البحث للتحكيم يخطر الباحث بذلك، وعليه دفع الرسوم المالية المقررة للمجلة (1000 ريال غير مستردة من خلال الإيداع على حساب المجلة ورفع الإيصال من خلال منصة التقديم المتاحة على موقع المجلة، وذلك خلال مدة خمس أيام عمل منذ إخطار الباحث بقبول بحثه أولاً وفي حالة عدم السداد خلال المدة المذكورة يعتبر القبول الأولي ملغياً.
9. بعد دفع الرسوم المطلوبة من قبل الباحث خلال المدة المقررة للدفع ورفع سند الإيصال من خلال منصة التقديم، يرسل البحث لمحكمين اثنين؛ على الأقل.
10. في حال اكتمال تقارير المحكمين عن البحث؛ يتم إرسال خطاب للباحث يتضمن إحدى الحالات التالية:
  - أ. قبول البحث للنشر مباشرة.
  - ب. قبول البحث للنشر؛ بعد التعديل.
  - ج. تعديل البحث، ثم إعادة تحكيمه.
  - د. الاعتذار عن قبول البحث ونشره.
11. إذا تطلب الأمر من الباحث القيام ببعض التعديلات على بحثه، فإنه يجب أن يتم ذلك في غضون (أسبوعين من تاريخ الخطاب) من الطلب. فإذا تأخر الباحث عن إجراء التعديلات خلال المدة المحددة، يعتبر ذلك عدولاً منه عن النشر، ما لم يقدم عذراً تقبله هيئة تحرير المجلة.
12. في حالة رفض أحد المحكمين للبحث، وقبول المحكم الآخر له وكانت درجته أقل من 70%؛ فإنه يحق للمجلة الاعتذار عن قبول البحث ونشره دون الحاجة إلى تحويله إلى محكم مرجح، وتكون الرسوم غير مستردة.

13. يقدم الباحث الرئيس (حسب نموذج الرد على المحكمين) تقرير عن تعديل البحث وفقاً للملاحظات الواردة في تقارير المحكمين الإجمالية أو التفصيلية في متن البحث
14. للمجلة الحق في الحذف أو التعديل في الصياغة اللغوية للدراسة بما يتفق مع قواعد النشر، كما يحق للمحررين إجراء بعض التعديلات من أجل التصحيح اللغوي والفني. وإلغاء التكرار، وإيضاح ما يلزم. وكذلك لها الحق في رفض البحث دون إبداء الأسباب.
15. في حالة رفض البحث من قبل المحكمين فإن الرسوم غير مستردة.
16. إذا رفض البحث، ورغب المؤلف في الحصول على ملاحظات المحكمين، فإنه يمكن تزويده بهم، مع الحفاظ على سرية المحكمين. ولا يحق للباحث التقدم من جديد بالبحث نفسه إلى المجلة ولو أجريت عليه جميع التعديلات المطلوبة.
17. لا تردّ البحوث المقدمة إلى أصحابها سواء نشرت أم لم تنشر، ويخطر المؤلف في حالة عدم الموافقة على النشر
18. يحق للمجلة أن ترسل للباحث المقبول بحثه نسخة معتمدة للطباعة للمراجعة والتدقيق، وعليه إنجاز هذه العملية خلال 36 ساعة.
19. هيئة تحرير المجلة الحق في تحديد أولويات نشر البحوث، وترتيبها فنياً.

## المشرف العام

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## The Impact of Using Generative AI on English Literature Education at the University of Ha'il: Opportunities and Ethical Considerations

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### Abstract

This study investigates the impact of generative AI on English literature education at the University of Ha'il, Saudi Arabia, in light of Vision 2030's emphasis on educational technology. Through qualitative interviews with fifteen faculty members and seventeen students, the research reveals innovative AI applications in literature courses. The findings show that students use AI to create personalized study materials, explore culturally contextualized interpretations of Western literature, and enhance creative writing skills by mimicking authors' styles. Faculty members employ AI to generate relatable scenarios paralleling classic plots, particularly in Shakespeare courses. The study uncovers novel ethical concerns about potential cultural bias in AI-driven literature analysis that raises questions about AI's cultural appropriateness in global education. Both faculty and students express concerns about how AI handles culturally sensitive topics in literature within Saudi Arabia's conservative context. Based on the results, there is a need for comprehensive guidelines on AI use in academia to balance technological integration with critical thinking and cultural sensitivity. This study positions the University of Ha'il as a potential leader in ethical AI implementation aligned with Saudi Arabia's Vision 2030 goals for technological advancement in education while preserving core humanistic values.

**Keywords:** Generative AI; English Literature; Higher Education in Saudi Arabia; Teaching and Learning; Ethical Considerations.

### المستخلص

تبحث هذه الدراسة تأثير الذكاء الاصطناعي التوليدي على تعليم الأدب الإنجليزي في جامعة حائل بالمملكة العربية السعودية، في ضوء رؤية 2030 على تكنولوجيا التعليم. من خلال المقابلات النوعية مع خمسة عشر عضو هيئة تدريس وسبعة عشر طالباً، يكشف البحث عن تطبيقات مبتكرة للذكاء الاصطناعي في مقررات الأدب. تُظهر النتائج استخدام الطلاب للذكاء الاصطناعي لإنشاء مواد دراسية مخصصة، واستكشاف تفسيرات للأدب الغربي مرتبطة بالسياق الثقافي، وتعزيز مهارات الكتابة الإبداعية من خلال محاكاة أساليب المؤلفين. يستخدم أعضاء هيئة التدريس الذكاء الاصطناعي لتوليد سيناريوهات ذات صلة موازية للحكايات الكلاسيكية، خاصة في مقررات شكسبير. تكشف الدراسة عن مخاوف أخلاقية جديدة حول التحيز الثقافي المحتمل في تحليل الأدب المدعوم بالذكاء الاصطناعي مما يثير أسئلة حول مدى ملاءمة الذكاء الاصطناعي ثقافياً في التعليم العالمي. يعبر كل من أعضاء هيئة التدريس والطلاب عن مخاوفهم بشأن كيفية تعامل الذكاء الاصطناعي مع الموضوعات الأدبية ذات الحساسية الثقافية ضمن السياق المحافظ للمملكة العربية السعودية. بناءً على النتائج، هناك حاجة إلى إرشادات شاملة حول استخدام الذكاء الاصطناعي في المجال الأكاديمي لتحقيق التوازن بين التكامل التكنولوجي والتفكير النقدي والحساسية الثقافية. تضع هذه الدراسة جامعة حائل كقائد محتمل في التنفيذ الأخلاقي للذكاء الاصطناعي بما يتماشى مع أهداف رؤية 2030 للمملكة العربية السعودية للتقدم التكنولوجي في التعليم مع الحفاظ على القيم الإنسانية الأساسية.

**الكلمات المفتاحية:** الذكاء الاصطناعي التوليدي، الأدب الإنجليزي، التعليم العالي في المملكة العربية السعودية، التعليم والتعلم، الاعتبارات الأخلاقية.

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## Introduction:

AI has become a common part of everyday life in societies all over the world. Recent research has shown that AI had become effective in many life aspects, such as trade, tourism, design, and significantly in Higher Education (HE) (Gruetzemacher & Whittlestone, 2021). With this in mind, a large number of AI applications emerged in November 2022. This important step in AI happened when an American company in San Francisco called “OpenAI” released ChatGPT. ChatGPT is a chat tool powered by AI that was developed using a Large Language Model (LLM). It uses Natural Language Processing (NLP) to generate responses that sound human-like. Current research concludes that this new advancement has made a noticeable impact on the educational field, and it has encouraged many other companies to release their generative AI tools (Lee et al., 2024).

ChatGPT is growing rapidly. Hu (2023) notes that 100 million users registered after its public release. This rapid growth makes ChatGPT one of the fastest-growing AI applications in recent history. HE has been affected significantly due to the release of several AI applications. These AI applications have been developed by popular companies such as Midjourney, released in July 2022; Microsoft’s Bing AI Chat, released in February 2023; Google’s chatbot BARD, released in February 2023; Anthropic LLM (Claude), released in March 2023; and DALL-E, released in January 2021. The real impact of AI remains underexplored and not yet fully understood, but its potential to ‘trigger transformative change is undeniable’ (Bozkurt, 2023, p. 199). Thurzo (2023, p. 3) believes AI will have a strong impact on HE, and it would be “poised to have a more substantial impact than the introduction of electricity.”

AI is leaving a fingerprint on HE teaching and learning, raising concerns regarding its large effect on the quality of education. As an illustration, students were found to use ChatGPT to pass medicine, law, and English exams (Choi et al., 2023; de Winter, 2023; Fijačko et al., 2023; Kung et al., 2023; Ryznar, 2023). This brings significant concerns about the quality of education and students’ potential to cheat to pass their exams. Nevertheless, Wang et al. (2024) report that AI tools can have a positive effect on English literature education. Students and instructors can use these AI tools for text analysis to analyze literary devices, themes, and narrative structures.

Similarly, AI tools can give students instant

feedback on their writing which can help them to improve their language skills. Wang et al. (2024) et al. add that AI chatbots can offer 24/7 support for literary queries. This can help students to develop their English learning outside the classroom. Equally important, these AI tools are designed to offer students personalized learning experiences that take into account student needs and learning styles. Thus, it would be possible to explore some of the challenges faced by Saudi students in engaging with English literature. AI tools can make learning and teaching English literature more engaging, as shown by Hussein and Al-Emami (2016). These tools can also help improve the students’ critical thinking and provide deeper understanding and appreciation of literary works. Additionally, AI can connect language learning with literature by providing helpful real-life examples based on novels and poems that they are studying.

Many universities in Saudi Arabia are integrating AI into their educational programs and research as part of the country’s Vision 2030 initiative. The Saudi’s Vision 2030 initiative aims to develop technological education and innovation. To this end, Alotaibi and Alshehri (2023) reveal that there are AI initiatives in English Departments at Saudi universities, but they are still in their early stages. In this respect, the University of Ha’il has the opportunity to learn from these early adopters and take the lead in developing innovative approaches to use AI in English literature education within the Saudi context.

Saudi English literature major students are found to face many challenges in their learning journey at HE. Alshammari et al. (2020) call for the integration of modern teaching styles in teaching and learning English literature in the Saudi context to improve the students’ English level and enhance their learning experience. Their study also found that teaching English literature is being neglected in EFL learning courses. Alshammari et al. suggest developing literature teaching and learning to close the gap between low performance in learning English literature and the intended learning outcomes. Additionally, Saudi students face many challenges in learning English literature. Hussein and Al-Emami (2016) uncovered many issues that contribute to students’ demotivation. Their study highlights that EFL tasks sidestep the literature texts. These kinds of tasks leave students behind and disengaged. The current teaching styles do not encourage students to think critically, and the study raised concerns regarding how English literature is being taught and valued in the Saudi educational settings.

Based on the short preview above, this study aims to explore the impact of generative AI on the teaching and learning of English literature at the University of Ha'il in Saudi Arabia. The author conducted interviews with faculty members and students in the English Department to learn more about their perspectives regarding the current use of AI tools to improve learning outcomes, including critical thinking and thematic and textual analysis. The study focuses on relatively challenging courses like Appreciating Poetry (ENGL 315), Appreciating Drama (ENGL 233), Shakespeare (ENGL 416), and 19th Century Novel (ENGL 327). These courses require students to analyze literary terms, poetic devices, and figures of speech, including simile, metaphor, personification, symbolism, irony, as well as literary elements such as plot, setting, point of view, characterization, and thematic analysis. The students heavily use AI tools to understand these literary elements. Equally important, the researcher is keen to know the ethical concerns (e.g., plagiarism, privacy, bias) faculty and students experience when using AI in English literature courses. The present study focuses on identifying the benefits and challenges of using AI in HE, specifically within the context of English literature at the University of Ha'il. This study also investigates how AI tools can improve students' learning and engagement by examining how teachers can use new AI systems, tools, and methods in the classroom.

**Thus, the current study aims to answer the following questions:**

1. What are the primary ethical concerns (e.g., plagiarism, privacy, bias) faced by faculty members and students when using AI in the teaching and learning of English literature courses?
2. To what extent can specific AI tools (e.g., ChatGPT, Claude) enhance English literature learning outcomes (e.g., critical thinking, text analysis) at the University of Ha'il?

### Literature review

#### AI's Impact on Teaching English Literature

Research shows that AI tools and systems have an impact on the teaching and learning processes in schools and universities (Almasri, 2024; Raj et al., 2023). Khalifa and Albadowy (2024) found that integrating AI into English literature has been a controversial topic among policymakers. Scholars need to understand the challenges and opportunities AI creates in teaching and learning English literature. Teaching and learning English literature have continued to change significantly over the past decade.

However, the field is experiencing rapid development with the integration of AI into many aspects of literary analysis, creation, and interpretation during the last few years.

In an extensive review of the literature, Fang et al. (2023) show that AI applications have created a sudden revolution in literary text analysis. There are many systems that led this revolution. For example, NLP, machine learning, and deep learning algorithms are the main systems that affect education. In addition, these systems change how literary texts are analyzed and interpreted. In the first place, AI tools are able to examine a large number of scholarly works, like novels, poems, and short stories, to help the reader understand style, main themes, and linguistic aspects of the text. Moreover, these AI systems help the reader to understand authorial styles, genre conventions, and historical contexts. In the same fashion, AI systems are effective in analyzing the sentiment expressed in literary texts because they help readers understand characters' emotions, narrative tone, and thematic variations. Moreover, this sentiment analysis can highlight the writer's mood changes, character developments, and narrative complexities. However, these AI systems are not as qualified as humans to recognize specific issues that only humans can do (Sharma et al., 2024).

Furthermore, Malik et al. (2023) and Lam (2021) reveal that AI systems can produce many writing styles, especially for those famous and well-known writers, and also can copy authors' writing techniques. Similarly, AI systems can write many forms of literary content, like poems, short stories, and novels. This advancement in abilities raises severe concerns regarding traditional authorship and creative ideas. By the same token, AI tools can provide translation of literary works into many languages. This translation of literary works enabled readers from different parts of the world to read new literary works and overcome language barriers. Google Translate has opened up new possibilities for readers to explore literature in many languages and overcome language problems. Research states that Google Translate is not perfect; however, it often does a decent job of conveying a text's main ideas. On some occasions, its translations are accurate; on other occasions, it provides inaccurate translations that miss some nuances (Al-Kaabi et al., 2024). The inaccurate translations can be ambiguous where this ambiguity may create confusion to the reader to grasp the meaning (Ismail et al., 2022). In this respect, Al-Kaabi et al. (2024) examined translations of an Arabic novel, comparing work done by humans, Google Translate, and ChatGPT. They found

that human proficiency is important for ensuring high-quality translations of literary works that keep their cultural significance. Nevertheless, Google Translate helps readers understand the essence of foreign works (Cespedosa & Mitkov, 2023).

### Opportunities for AI Adoption in English Education

Previous work indicates that AI has a significant impact on the quality and efficacy of English language instruction (Rusmiyanto et al., 2023). Earlier studies by Pérez-Paredes et al. (2019) and Chinkina et al. (2020) demonstrate that NLP can improve English education for students and develop teachers' instructional approaches. Other recent work shows positive responses from educators regarding the use of NLP as a resource for students (Wu et al., 2024). Notably, Wu et al. (2024) found that computer-generated questions using NLP are comparable in quality to those created by human teachers. Based on these findings, it could be argued that NLP can contribute to maintaining high-quality instruction by assisting educators in developing learning materials and activities while simultaneously reducing their workload. This technology appears to offer a means of supporting effective teaching practices while alleviating some of the time constraints faced by educators.

Data-Driven Learning (DDL) is also another promising tool for enhancing the teaching and learning process (Mizumoto & Chujo, 2016). DDL collects real language data to help students understand language patterns. In this respect, a study by Wu (2021) discovers that students had different levels of success when using corpus tools to find word combinations (collocations) in their essays. Wu believes the educational process would develop significantly if students and teachers are trained well in DDL. Similarly, Crosthwaite and Steeples (2022) found that students who used DDL for writing scientific reports improved their ability to produce language. However, Krulatz and Christison (2023) note that students' understanding of language rules (metalinguistic knowledge) did not improve much. Thus, it could be argued that DDL is helpful for students to develop specific writing skills rather than general language knowledge. One possible explanation for this limited improvement is that DDL focuses more on the direct application of language patterns rather than fostering a deeper understanding of grammatical rules. Also, despite the fact that DDL can enhance specific writing skills, it may not be effective in broadening students' metalinguistic awareness.

Furthermore, one of the main leading systems that

show effective results in improving student's writing is the Automated Writing Evaluation (AWE). AWE can provide quick feedback on students' writing (Ding & Zou, 2024). Rahimi et al. (2024) and Han and Sari (2022) note that students who receive automated and teacher feedback improved their writing skills more than those who only get feedback from teachers. The main point of AWE is that it can work well alongside traditional teaching, so both of them can be used without marginalizing the teachers' role. AWE can be effective in the learning process, as Ding and Zou (2024) and Jiang and Yu (2020) demonstrate. They recommend offering training for both teachers and students on how to use automated feedback effectively. AWE systems can provide students with detailed feedback on their work. However, to minimize subjectivity in this feedback, it's important to incorporate clear rubrics that guide the evaluation process.

Similarly, other systems can provide personalized assessment and instruction in English education. Zhang and Lu (2019) found that Computerized Dynamic Assessment (CDA) can create effective listening tests and help teachers offer more personalized support to their students. Additionally, Yang and Qian (2019) report that students taught with CDA perform better in reading comprehension than those taught with traditional methods. Thus, incorporating CDA into the learning process can effectively enhance students' language skills.

Another important system is chatbots. Chatbots can offer interactive language learning and help students reduce their anxiety (Jeon & Lee, 2024). Chatbots that use communication strategies can encourage students to learn more and reduce language anxiety (Annamalai et al., 2023; Ayedoun et al., 2019). Kim et al. (2021) found that using an AI chatbot before speaking tasks improved students' speaking performance. In addition, voice-based chatbots are also effective and can lead students to better results than text-based chatbots or in-person practice. Overall, the previous arguments show the potential of AI tools and systems in improving not only language education in general, but also in more specific contexts such as teaching English literature.

### Ethical Issues in Using AI for Teaching and Learning English

As noted in previous studies (Regan & Jesse, 2019; Remian, 2019; Stahl & Wright, 2018), integrating AI into education offers significant opportunities for enhancing educational development. However, AI raises many ethical concerns that must be addressed. Hamamra et al. (2024) raise concerns



regarding using AI applications in HE in the Palestinian context. Their study reveals that students use AI-generated texts without making any edits and then submit them for evaluation by their instructors. Similarly, the study finds students relying on copy-paste which leads to high similarity scores in Turnitin plagiarism check reports, a tool that is widely used in educational institutions to identify potential plagiarism by comparing submitted texts against a vast database of academic works and online content. However, the extensive use of copy-paste leads to raising ethical concerns regarding the originality of work produced by students. Another ethical concern is related to the privacy of students and teachers' information. Some AI systems collect detailed information from their users. These AI systems claim that they protect sensitive personal data; however, users raised concerns that these AI platforms may violate their privacy and data access (Murphy, 2019; Stahl & Wright, 2018). AI systems usually ask for consent from their users to access their data to address privacy concerns. These requests from users are meant to protect the users; however, many users agree to the terms and conditions without properly understanding the extent to which the information they share with the systems, such as their language, racial identity, biographical details, and location can be used (Remian, 2019). With these considerations in mind, companies should be required to offer alternative options that do not require sharing personal data, to protect the privacy of both students and their parents. This would allow users to access educational technologies without compromising their personal information. Additionally, some students and parents willingly agree to share their personal information with these platforms. The dilemma is that these students and parents have no other option but to refuse or agree, as most schools and universities require this information as part of their education (Regan & Jesse, 2019).

Another major ethical concern regarding the use of AI in teaching and learning English is related to the surveillance systems. These systems not only track students' actions but also collect detailed information about their behavior and raise privacy concerns beyond just personal data. The ethical concern with these surveillance systems is that they collect sensitive information about users, not only data on their current activities, but also data that could influence or predict their future choices and behavior (Asterhan & Rosenberg, 2015). Additionally, these surveillance systems can predict students' performance based on their learning preferences and styles. While this can be helpful because it allows teachers to adjust their methods and support each student's needs

better, this issue raises concerns about the extent to which these AI systems and tools know about users and can track or predict their activities across other tools or websites.

Teachers have ethical concerns about using social networking sites, as these platforms can violate their privacy and accessibility (Asterhan & Rosenberg, 2015). However, teachers still have a responsibility to monitor students' actions on these sites to intervene when necessary, such as in cases of cyberbullying or exposure to inappropriate content. However, these systems can also be viewed as a form of surveillance that poses a threat to students' privacy. Monitoring students' online conversations and behaviour may limit their classroom conversations because students feel unsafe to express their own ideas. In this context, it becomes challenging for students to feel safe if they know that AI systems are surveilling their thoughts and actions (Remian, 2019).

Furthermore, bias and discrimination are some of the main ethical concerns in using AI in education (Johnson, 2021). Specifically, these AI systems have been found to exhibit gender bias in the way students learn foreign languages. For example, when students translate from Arabic to English using Google Translate, it translates the Arabic phrase meaning "He/She is a doctor" as "He is a doctor," while translating the phrase meaning "She is a nurse" correctly, reinforcing gender stereotypes. The previous example shows that AI systems clearly have a bias in language translation as well as gender-specific stereotypes in the data (Nemani et al., 2024). This example shows that AI systems can reflect gender biases found in the data they use. These systems are just following the input they get, and unlike humans, they do not understand the context. Therefore, it is important to train these systems and to have humans involved to help reduce these biases. In addition, research demonstrates that AI facial recognition systems have shown racial bias. Murphy (2019) concludes that AI technology has mistakenly identified several African American and Latino-American people as criminals. Other work by Birhane (2022) found that commercial facial analysis AI tools misclassified dark-skinned women up to 34.7% of the time, while light-skinned men had error rates as low as 0.8%. The differences in the rates show that AI systems can reinforce and increase existing biases in society.

Additionally, biased decision-making algorithms have been found to affect the educational process in K-12 education. These algorithms are found in personalized learning, automated assessments, social

networking services, and predictive systems. The stated aim of AI systems is to improve accuracy and fairness; however, research shows the opposite. In England (Bhopal & Myers, 2022), students were shocked to receive lower grades than they expected. The study reveals that these algorithms favored students from private schools and disadvantaged students from less wealthy backgrounds. This serious ethical concern shows how automated grading can lead to unfair results that affect students' grades and future opportunities. These unfair outcomes may happen because the systems are trained on large amounts of data from different backgrounds. As a result, the generalizations they make can be misleading and sometimes unfair, as shown in this example. One way to reduce such bias is to reduce the amount of metalinguistic input about people who wrote the texts under investigation.

### Materials and Method

To answer the questions posed in the introduction, the paper adopts a qualitative research design

to explore the role of generative AI in English literature teaching and learning at the University of Ha'il, Saudi Arabia. As AbuHamda et al. (2021) noted, "Quantitative and qualitative methods are the engine behind evidence-based outcomes". The researcher chose a qualitative method because it helps understand the perspectives of both faculty members and students (Hall & Liebenberg, 2024; AbuHamda et al., 2021).

The author collected data through semi-structured interviews with faculty members and students from the English Department at the University of Ha'il during the first semester of the academic year (2024-2025), specifically from September to December. The sample of the paper included 32 participants, fifteen of whom (eight males and seven females) were faculty members, whereas the remaining were seventeen students (ten males and seven females). The number of participants is ideal for the study, as it allows to gather detailed responses from each of the participants. The sample was selected using purposive sampling (See Table 1).

**Table 1**  
**Demographic Information about the Study Participants**

Characteristic	Faculty Members (n = 15)	Students (n = 17)
Gender	Male (n = 8) Female (n = 7)	Male (n = 10) Female (n = 7)
Nationality	Saudi Arabia Jordan Yemen Sudan	Saudi Arabia (n = 17)
Age Range	30-55 years	18-25 years
Educational Background	PhD in English or American Literature	Undergraduate students majoring in English Language and Literature

*Note.* All participants were affiliated with the University of Ha'il, Saudi Arabia.

The semi-structured interview questions were designed based on the research questions and recommendations from the literature (Czernek-Marszałek & McCabe, 2024; Douglas, 2022; Staller, 2021). The open-ended questions were designed to encourage both faculty and students to answer the questions with no restrictions on their responses. In this case, the researcher covered the themes of the paper questions and allowed for follow-up questions. Then the interviews with each participant lasted between 20-30 minutes.

In order to explore the impact of generative AI on English literature education at the University of Ha'il, this study focuses on literature courses where students often struggle with understanding complex literary and textual analysis and use AI tools to help explain these concepts. Specifically, courses such as "Appreciating Poetry" (ENGL 315), "Appreciating Drama" (ENGL 233), "Shakespeare" (ENGL 416), "19th Century Novel" (ENGL 327), and "Modern Poetry" (ENGL 438) require students to engage

deeply with understanding literary elements, including figures of speech, symbolism, irony, characters' analysis, setting, plot, and thematic exploration (see Appendix A for the study plan of the English Department).

The analysis of the data from the semi-structured interviews was conducted using thematic analysis, as recommended by recent studies (Byrne, 2021; De Paoli, 2024; Naeem et al., 2023). The process followed the steps outlined by Wæraas (2022). First, the author carefully read the participants' answers to become familiar with the data. Next, the answers were classified into different constellations based on common themes and ideas. These themes were then reviewed and adjusted to ensure they matched the research questions and objectives. The analysis focused on identifying key themes that directly related to the research questions. This approach helped the author uncover useful insights about the benefits, challenges, and strategies for using AI in English literature education at the University of Ha'il (See Ap-

pendix B for examples of the interview questions).

Additionally, peer debriefing was considered, as suggested by Greenspan and Loftus (2021). This involved discussions with colleagues who were not directly involved in the study. The purpose of peer debriefing was to confirm the findings, reflect on the analysis, and compare interpretations with those of others in the department.

Since the study involves human participants, one of the top priorities of this paper is maintaining ethical approach (Arellano et al., 2023; Bos, 2020; Sagitova et al., 2024; Sutrop & Lõuk, 2022). The students and faculty members gave their written informed consent and were assured of the confidentiality and anonymity of their responses. Equally important, participants were given the opportunity to withdraw from the study at any time without any impact on their course assessment.

## Results and Discussion

### Student Perspective: Increased Accessibility and Efficiency

The semi-structured interviews with faculty members and students revealed diverse perspectives. Faculty members and students agree on the fact that AI can improve learning experience; however, their expectations and concerns vary. The interviews with students show that they were enthusiastic about using AI tools like ChatGPT and Claude in their learning. Many students have reported that AI helps them understand complicated literary texts. Students who are taking courses like Appreciating Poetry (ENGL 315), Shakespeare (ENGL 416), and 19th Century Novel (ENGL 327) stressed that AI tools (ChatGPT and Claude) helped them understand complex literary elements and devices such as metaphors, irony, and symbolism, plot, characterization, point of view, and setting. Students believe that AI tools were able to analyze the themes, styles, and historical contexts easily. Moreover, Student 5 pointed out that AI tools were “effective in identifying metrical structures, rhyme schemes, and difficult metaphors and imagery in verse.” This is usually a challenge faced in Appreciating Poetry (ENGL 315). Student 12 mentioned, “ChatGPT and Claude help me understand difficult poems by explaining the themes in simpler words, which is something I can’t always get from lectures.”

Some students noted that they use AI tools to make their own study material. Student 3 said, “I get ChatGPT to make me practice questions about specific literary periods or writer names. These gen-

erated questions help me to prepare for my exams better.” This unexpected use of AI for customized learning materials was not reported in the surveyed literature. Moreover, this new application suggests that using AI for personalized educational content could offer unexplored opportunities for future research. The student’s claim aligns with the findings of Fang et al. (2023). Their work found that AI tools help students study literary elements. Students added that AI could enhance their text analysis and critical thinking skills. They believed that AI could enable them to cross-reference interpretations of literary works. Student 9 stated, “I use AI to compare different analyses of the same text, and that really sharpens my own interpretation.” This finding is in line with the findings of Wu et al. (2024) who believe that NLP systems can help students improve their engagement with the text effectively. One of the key findings was that students were using AI to explore different interpretations of literary works based on cultural contexts. For example, Student 14 stated, “I use Claude to show how themes in Shakespeare could be understood differently in Saudi culture compared to Western views.”

However, some students raised concerns about overreliance on AI tools. Some students argue that the over reliance on AI tools can diminish their capacity to develop independent critical thinking skills. Student 7 expressed, “I’m afraid that I might start depending too much on AI to explain texts.” This concern raised by students is similar to the concerns mentioned by Sharma et al. (2024). Sharma argued that AI tools lack the human touch to interpret complex literary works. However, this study found an unexpected trend: some students are using AI tools to improve their creative writing skills in literature classes. Student 11 said, “I use ChatGPT to help me write short stories in the style of the authors we are studying to understand their writing techniques.” This creative use of AI in literature education presents a unique learning approach that has not been noted in other research.

### Faculty Perspective: Tool or Crutch?

The faculty members expressed serious concerns about the overuse of AI tools because they hinder students from developing their critical thinking and interpretation skills. Teacher 3 stated, “I know that AI tools can analyze texts quickly and faster than a human; however, AI tools cannot teach students how to think critically about literature on their own.” This statement is consistent with that of Kru-latz and Christison (2023), who found that AI tools like DDL can improve students’ writing, but they

cannot develop students' metalinguistic knowledge.

Moreover, several faculty members agreed that AI tools are helpful for tasks. These tools can help students summarize the texts and generate interpretations. On the other hand, the faculty members added that these AI tools cannot replace the deep contextual understanding required in English literature studies. Teacher 8 noted, "Literature is not just about getting the themes right; it's about understanding the cultural, social, and historical contexts, which AI can't fully grasp." This sentiment was particularly supported by faculty members who are teaching Shakespeare (ENGL 416) and 19th Century Novel (ENGL 327). They believed that deep contextual and historical knowledge is essential for interpreting the texts beyond surface themes. This finding aligns with Malik et al. (2023) who found that AI can mimic writing styles but lacks the creative perception of humans. However, the current study finds an innovative use of AI for content creation in literature courses that is a unique approach not previously documented. Some of the English Department faculty members are experimenting using AI to create additional learning materials that can engage students with their courses, especially in Shakespeare (ENGL 416). In this context, Teacher 11 noted, 'I use AI to create real life scenarios that parallel Shakespearean plots. I have noticed that presenting these scenarios to my students helps them relate Shakespeare's plays to their own lives.' This is an innovative use of AI for content creation in literature courses and a unique approach that had not been previously documented.

In conclusion, students view AI as a way to enhance their efficiency and comprehension, but faculty members see it as a supplementary tool that, if used without caution, might undermine the literature education aims. The overreliance on AI tools cannot help students develop critical thinking, deep analysis, and independent interpretation skills. Nevertheless, the current study shows interesting levels of faculty-student collaboration. Teacher 5 explained, "I ask students to employ AI tools to develop early reads of texts that we examine together in class the next day." This collaborative approach demonstrates how AI can be integrated into literature education while maintaining critical engagement with texts.

### **Ethical Concerns about AI in English Literature Courses**

The ethical concerns of using AI tools in English literature courses at the University of Ha'il are a significant point of contention between students and faculty members. The groups identified issues

such as plagiarism, privacy, and bias as primary concerns. The investigation surprisingly uncovered a novel ethical concern in which some students were worried of possible "cultural bias" in AI-driven literature analysis. Student 4 said, "my concern is AI tools may not be able to appreciate or present the Saudi cultural point of view in analyzing Western literature". This issue opens the space for a new debate about the extent to which these tools can reflect specific viewpoints about Western literature. However, this issue of cultural appropriateness of AI in a global educational context is beyond the focus of the current paper.

### **Plagiarism and Academic Integrity**

The interview results of the students suggest that they were highly sensitive to plagiarism when using AI tools such as ChatGPT or Claude. Student 6 pointed out, "It is very tempting to use AI for writing a summary, or a part of an essay, but I know that can lead to plagiarism and being caught by plagiarism tools such as Turnitin," though this finding is certainly not novel and was elaborated in previous research by Regan and Jesse (2019). Regan and Jesse cautioned students against relying on AI for content generation, as this compromises academic integrity. Student 2 said, "... and it is tough to identify if the AI-generated text is legitimately original or it is picking ideas from random sources." This is consistent with a previous study by Miller et al. (2018) who concluded that AI tools cannot always create correct texts, resulting in different types of academic integrity violations.

In the same fashion, the faculty members raised similar concerns from a different perspective. For instance, Teacher 7 argued, "AI tools make it harder for us to detect when students are using it for assignments, and it undermines the entire purpose of assessment." This serious statement aligns with the results of Johnson (2021). Johnson argued that AI-generated content can create challenges in maintaining fair academic evaluations. Teacher 2 added, "We need better tools or policies in place to prevent AI from being misused in the classroom." The present study also found a major change in how literature education is assessed due to challenges from AI. Some faculty members suggested new ways to evaluate students. For example, Teacher 9 called for "a shift from traditional essays to focus more on class demonstrations of literary analysis skills." This approach can be useful in that it can ensure that students use AI tools effectively to learn analyzing literary texts, rather than using them to generate essays for their homework or assignments.



### Privacy and Data Security

One of the main topics that concerned both groups is data privacy. Students were concerned about sharing personal data with AI platforms. Student 8 said, "I'm not comfortable sharing so much information with an AI tool, especially when I don't know what it's doing with it." Similar concerns had been raised in the literature (e.g. Murphy, 2019). Students were generally unaware of the extent to which their data—ranging from academic performance to biographical details—was being stored. This is also consistent with previous research that raised concerns about consent and data access in AI systems (Stahl & Wright, 2018).

By the same token, faculty members shared similar worries but were more focused on the broader implications of privacy breaches in academic environments. Teacher 6 said, "If we're using AI in education, we need to be very clear about how students' data is protected, and right now at our university (University of Ha'il), I do not think there are enough safeguards in place." These concerns are in line with the concerns raised by Remian (2019). Remian raised an important concern about the lack of clarity in AI data policies which opens the space for skepticism about user consent and privacy in educational settings.

### Bias and Fairness

The issues of bias in AI tools were also present in the debate amongst the two groups. Students pointed out instances where AI tools exhibited biases, especially when translating texts or analyzing cultural contexts. Student 15 noted, "For me, when I use AI to translate Arabic literature into English, sometimes the translation makes stereotypes. It assumes that authors are always men." This finding is the same as the findings of Al-Kaabi et al. (2024). They found that AI translation tools often reflect gender and cultural biases. It is worth mentioning that students were already conscious of the potential bias shown by AI generated text. Student 10 explained, "I compare how AI models interpret texts from Saudi authors versus texts from Western authors to identify cultural biases." In this case, some students demonstrated unique competencies in bias detection and excellent engagement with AI-generated texts.

Faculty members were concerned about how biases could affect the fairness of educational assessments. Teacher 4 said, "If AI tools are biased, they could reinforce harmful stereotypes in literature analysis or even in grading automated essays."

This concern aligns with the findings of Weale and Stewart (2020) who found that automated grading systems often favored students from privileged backgrounds, which led to inequalities in education.

Another main concern from both students and faculty is how AI deals with sensitive topics in literature, especially in a conservative society like Saudi Arabia. AI might interpret or focus on sexual content in classic works, which could be inappropriate. For example, Teacher 10 said, "When I teach Shakespeare or 19th-century novels with romantic themes, we're unsure how AI might analyze them in a way that fits our culture." Some students also worry that AI could misinterpret or overemphasize these themes. Student 13 noted, "Generally speaking, the discussion of sexual themes in the class is uncomfortable and would be inappropriate for female students". Also, when AI overemphasizes the sexual themes in their generated texts, it is difficult to deal with this analysis or to draw a line between what is considered appropriate or not without affecting the content of the original text. Student 17 argued: "We would feel uncomfortable about asking some questions in front of our classmates to our instructors." Based on the aforementioned arguments, it could be argued that there should be more exposure and training on using AI tools in literature classes to ensure that they align with the Saudi cultural values. Additionally, this guidance must ensure that students and teachers alike are given the opportunity to receive comprehensive literary analysis from AI tools and are also able to reflect on these analyses.

The students and faculty at the University of Ha'il seem to be aware of the ethical challenges of AI tools. This is to say that students (S1, S2, S4, S6, S8) were focused on the personal risks of plagiarism and data privacy, whereas faculty members (T1, T2, T4, T6, T7) showed broader concerns about the fairness and integrity of academic evaluations and AI's role in education.

### Concluding Remarks: Limitations, implications and Directions for Future Research

This paper has explored the impact of generative AI on teaching and learning English literature at the University of Ha'il in Saudi Arabia. The author presents this paper at a time when a number of universities in the Kingdom of Saudi Arabia are trying to implement AI into HE within the 2030 vision. The findings show the complex interplay between the benefits and challenges of AI integration in English literature education within the Saudi context. Both students and faculty raised significant ethical concerns regarding AI use in literature education.

The two groups were focusing on academic integrity, data privacy, and potential biases in AI systems. These concerns underline the need for careful consideration and new policies as the University of Ha'il moves forward with AI integration. The results also show that students used generative AI tools to deepen their comprehension and appreciation of these literary elements. In fact, students use these tools to analyze poetic devices in poetry courses or simplify complex character motivations and themes in drama and fiction courses. Furthermore, the author observed that students heavily use AI tools in Shakespeare courses to interpret symbolism, understand historical contexts, and analyze the figurative language to appreciate and evaluate the richness of Shakespeare's plays. Furthermore, in modern and nineteenth-century novels, students use AI tools to understand narrative techniques, motifs, and symbolic meanings embedded in the texts, thereby improving their critical thinking and analysis skills.

There is a need for developing comprehensive guidelines for AI use in academia to develop digital literacy among students and faculty. The results also reveal that there is a lack of strategies for integrating AI into literature courses. These strategies must preserve the values of critical thinking and cultural sensitivity that are central to literary studies.

One of the main limitations of the current study is that its findings may not be generalized to other contexts. However, this is a qualitative study, and the aims was not to provide statistical evidence from the findings, but rather to report findings from the University of Ha'il about the perceived benefits and challenges related to the impact of generative AI in literary education at the University of Ha'il. Further research could explore the integration of AI in diverse educational settings to compare outcomes and effectiveness. Additionally, the recommendations are based on specific literature courses at the University of Ha'il, which may not represent the experiences of students in other disciplines or institutions.

Overall, faculty, students and educational stakeholders should take the following into consideration:

1. The faculty members are encouraged to use AI tools like ChatGPT and Claude to develop interactive literature analysis exercises in courses like Appreciating Poetry (ENGL 315) and Shakespeare (ENGL 416). They should include AI tools to help students deconstruct complex literary and poetic devices such as metaphor, symbolism, and thematic interpretation.
2. The faculty members are advised to conduct

classroom sessions to train students on the responsible use of AI (particularly raising their awareness to issues such as academic integrity, plagiarism prevention, and data privacy). In addition, the faculty members can focus on using AI tools for improving students' understanding of literary elements in courses that students often struggle with, such as Appreciating Drama (ENGL 233) and 19th Century Novel (ENGL 327).

3. Students are encouraged to use AI technologies to improve their writing and analytical skills rather than rely on these tools to complete assignments.
4. Students should be aware of the consequences of unethical AI use (plagiarism and intellectual property violations).
5. Saudi Universities should offer their faculty members training sessions to enhance their skills in using AI in education effectively.
6. Further research is needed to encourage AI implementation in the humanities to support the country's Vision 2030 initiative on technological innovation in education.
7. Decision-makers should formulate a clear and comprehensive ethical framework regarding the use of AI in HE.

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## Appendix A

### Study Plan of English Department

**Table 1**  
**LEVEL 1**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 100	English Language	---	2	
ENGL 111	Listening and Speaking (1)	---	3	
ENGL 112	Reading Comprehension (1)	---	3	
ENGL 113	Vocabulary Building (1)	---	3	
ENGL 127	Writing (1): Sentence Development	---	3	
ENGL 128	Grammar (1)	---	3	
IC 111	Islamic Culture	---	2	
TOTAL			19	

**Table 2**  
**LEVEL 2**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 125	Listening and Speaking (2)	ENGL 111 Listening and Speaking (1)	3	
ENGL 126	Reading Comprehension (2)	ENGL 112 Reading Comprehension (1)	2	
ENGL 133	Paragraph Writing	ENGL 127 Writing (1): Sentence Development	2	
ENGL 134	Grammar (2)	ENGL 128 Grammar (1)	2	
ENGL 135	Vocabulary Building (2)	ENGL 113 Vocabulary Building (1)	2	
ARAB 100	Arabic Language Skills	---	2	
ETEC 115	Computer and Information	---	2	
CRCL 115	University Life Skills	---	3	
TOTAL			<b>18</b>	

**Table 3**  
**LEVEL 3**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 131	Listening and Speaking (3)	ENGL 125 Listening and Speaking (2)	2	
ENGL 132	Reading Comprehension (3)	ENGL 126 Reading Comprehension (2)	2	
ENGL 212	Essay Writing	ENGL 133 Paragraph Writing	2	
ENGL 213	Grammar (3)	ENGL 134 Grammar (2)	2	
ENGL 216	Introduction to Translation	---	3	
ENGL 227	The Rise of the Novel	---	2	
EDUC 115	Work Values and Ethics	---	2	
EDUC 125	Entrepreneurship	---	2	
TOTAL			<b>17</b>	

**Table 4**  
**LEVEL 4**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 211	Conversation and Debate	ENGL 131 Listening and Speaking (3)	2	
ENGL 225	Advanced Grammar	ENGL 213 Grammar (3)	3	
ENGL 226	Introduction to Linguistics	ENGL 213 Grammar (3)	3	
ENGL 232	Arabic-English and English-Arabic Translation	ENGL 216 Introduction to Translation	3	
ENGL 233	Appreciating Drama	---	2	
ENGL 315	Appreciating Poetry	---	2	
ARAB 120	Arabic Literary Studies	---	3	
TOTAL			<b>18</b>	

**Table 5**  
**LEVEL 5**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 313	English Phonetics and Phonology	ENGL 226 Introduction to Linguistics	3	
ENGL 314	Applied Linguistics	---	3	
ENGL 326	American Literature	---	2	
ENGL 327	19 <sup>th</sup> Century Novel	ENGL 227 The Rise of the Novel	2	
ENGL 336	English Semantics and Pragmatics	ENGL 226 Introduction to Linguistics	2	
ENGL 416	Shakespeare	ENGL 233 Appreciating Drama	2	
TOUR 122	Introduction to Tour Guidance	---	3	
ARAB 338	Arabic Morphology and Syntax	---	2	
TOTAL			<b>19</b>	

**Table 6**  
**LEVEL 6**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 231	Public Speaking and Presentation Skills	ENGL 131 Listening and Speaking (3)	2	
ENGL 311	English for Business Communication	---	2	
ENGL 312	English for Specific Purposes	---	2	
ENGL 322	Advanced Writing	ENGL 212 Essay Writing	3	
ENGL 325	English Morphology and Syntax	ENGL 226 Introduction to Linguistics	3	
ENGL 338	History of English Language	---	2	
ENGL 339	19 <sup>th</sup> Century Poetry	ENGL 315 Appreciating Poetry	2	
ENGL 431	Language Evaluation	ENGL 314 Applied Linguistics	2	
TOTAL			<b>16</b>	

**Table 7**  
**LEVEL 7**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 335	Techniques of Language Teaching	ENGL 314 Applied Linguistics	3	
ENGL 337	Translation for Specific Purposes	ENGL 232 Arabic-English and English-Arabic Translation	3	
ENGL 412	Language Acquisition	---	3	
ENGL 413	Discourse Analysis	ENGL 314 Applied Linguistics	2	
ENGL 414	Interpreting	ENGL 337 Translation for Specific Purposes	2	
ENGL 437	Research Methods	ENGL 322 Advanced Writing	3	
ENGL 438	Modern Poetry	ENGL 339 19 <sup>th</sup> Century Poetry	2	
TOTAL			18	

**Table 8**  
**LEVEL 8**

Course Code	Course Title	Pre-requisite	Credit	Contact
ENGL 415	Modern Drama	ENGL 233 Appreciating Drama	2	
ENGL 434	Modern Novel	ENGL 327 19 <sup>th</sup> Century Novel	2	
ENGL 435	Comparative Literature			
ENGL 436	Contemporary Literature	---	2	
ENGL 441	Sociolinguistics	---	3	
ENGL 442	Generative Syntax	ENGL 325 English Morphology and Syntax	2	
ENGL 443	Literary Criticism	---	2	
ENGL 445	Practical Training	ENGL 437 Research Methods	4	
TOTAL			17	

## Appendix B

### Interview Questions

**Table 9**  
**Interview questions for students and faculty members**

Questions for Students	Questions for Faculty Members
1. How do you use AI tools like ChatGPT or Claude in your literature courses?	1. How do you perceive the role of AI tools in teaching English literature courses?
2. Which literary elements or concepts do you find AI most helpful in explaining?	2. What specific benefits or challenges have you observed when students use AI in literature courses?
3. Have you created personalized study materials using AI? If so, what kind?	3. How do you integrate AI tools in your teaching, especially in courses like Shakespeare or 19 <sup>th</sup> Century Novel?
4. How do AI tools help you understand different cultural interpretations of literary works?	4. Do you think AI can develop students' critical thinking and interpretation skills? Why or why not?
5. What concerns do you have about using AI in your literature studies?	5. What concerns do you have about assessment integrity when students use AI tools?
6. How do you feel about AI's handling of personal data and privacy?	6. What are your concerns about privacy and data security when using AI in education?
7. Have you noticed any cultural or gender biases in AI-generated literary analysis?	7. How do AI tools handle culturally sensitive topics in literature within Saudi Arabia's conservative context?
8. How does AI handle culturally sensitive topics in literature within Saudi Arabia's context?	8. What guidelines do you think are needed for ethical AI use in literature education?

*Note.* Follow-up questions were asked based on participants' initial responses to explore topics in depth based on the semi-structured interview approach.



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