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EFL Students' Perceptions of ChatGPT Usage for Literary Analysis
A Case Study of Third Year Students of English at Mila University Centre

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EFL Students' Perceptions of ChatGPT Usage for Literary Analysis:
Case Study of Third year EFL Students of Abdelhafid Boussouf University Mila Centre

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Dr. Nihad Laouar

Dedication I

To my wonderful mother and father,

To my two beloved sisters and my sweet only brother,

I honour each of you for all that you do.

Bochra

Dedication II

To my loving parents, whose support and encouragement have made this journey possible.

To my nephew Wahb, whose joy and curiosity lifts my mood every day.

This work is for you.

Hatem

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Abstract

The concept of AI integration in education has gained prominence in the field of education in recent years, and an effective way to implement it can be through the use of advanced language models like ChatGPT. The underpinning purpose of the present study is to examine the use of ChatGPT in facilitating literary analysis for English students, specifically third-year students. Within the context of this study, three research questions are raised. The first one is aboout 1) For which specific purposes do students use ChatGPT in literary analysis tasks?. The second one is 2) Does ChatGPT effectively enhance students' understanding, engagement, and performance in literary analysis?. The third question is 3) What are the students' perceptions towards ChatGPT as a tool for literary analysis?. To reach the aims of the study and answer these research questions, a questionnaire is administered to third-year students of English, and interviews are conducted with a selected group of students with the aim of having deeper insights in regard to this subject. Both samples are taken from the Department of English at Abdelhafid Boussouf University Centre of Mila. The major findings reveal that students find ChatGPT to be a valuable tool for understanding and analysing literary works, yet they also express concerns about its limitations. Other results are further discussed. Ultimately, the research work imparts an assortment of implications and recommendations.

Key words: AI,ChatGPT, literary analysis, AI integration, education, student, benefits enhancement.

List of Abbreviations and Symbols

AI : Artificial Intelligence

ChatGPT: Generative Pre-trained Transformer

NLP: Natural Language Processing

TAM: Technology Acceptance Model

MUC: Mila University Centre

GAN: Generative Adversarial Network

%: Percentage

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General Introduction

1. Statement of the Problem

Despite the apparent difficulties of traditional literary analysis due to complex language and unfamiliar references, it seems that students are increasingly interested in AI-powered tools such as ChatGPT that offer promising avenues for enhancing student comprehension and engagement in literary analysis. However, The pedagogical effectiveness of integrating ChatGPT into student literary analysis remains largely unexplored, and the use of ChatGPT in this context raises questions about the students preceptions on this tool, including whether it improves understanding of complex literary themes, enhances critical thinking skills, or fosters deeper textual analysis. Understanding the role and effectiveness of ChatGPT in facilitating student literary analysis is crucial for educators and researchers aiming to optimise learning experiences in literature education. Therefore, it is important to examine the role of ChatGPT usage among students as a facilitating tool for their literary analysis.

2. Literature Review

In recent research, artificial intelligence tools have been increasingly applied in the field of English literature, highlighting how these technologies are reshaping the understanding and interpretation of literary texts. A study conducted by Dabhade and Narula (2023) focused on these AI tools, revealing that this technology not only improves access to literature but also reforms literary interpretations. While this is significant to the current study, it is important to note that the primary focus of Dabhade and Narula's research was on the broader methodologies in literary research, not specifically on the student-centric application of AI for literary analysis. This implies that their research provides valuable insights into how AI can modify the methods used in literary analysis, while this study focuses on how students use ChatGPT for literary analysis. Their study of various research methods is opposed to ours, which rather focuses on the AI tool of ChatGPT employed by

students at Abdelhafid Boussouf Mila University Centre. Further to this, this study adds further insights to the current debate about the growing importance of AI in literary study. While the research by Dabhade and Narula supplements an overview of technology's influence on research methodologies, our study provides a focused examination of the role of AI in shaping students' approaches to literary analysis. In addition, a research conducted by Ayoub (2022) showed the great contribution of artificial intelligence to the improvement of the field of literary criticism by promoting the process of language acquisition and supporting writers and critics. This study explains the contribution of AI in making text analyses and interpretations deeper in literary criticism. On the other hand, the present research focuses on how students use ChatGPT for literary analysis and provides a pedagogical and practical view on AI's implementation in this context. Ayoub's research focused on the general impact of AI on literary criticism. Whereas this thesis specifically examines how third-year students at Abdelhafid Boussouf Mila University Centre utilise ChatGPT to engage with and analyse classical literary texts, thereby exploring its pedagogical impact within the educational setting. This dissertation aims to explore how third-year students at Abdelhafid Boussouf Mila University Centre utilise ChatGPT for literary analysis, providing insights into the specific use of AI tools in this educational context. Therefore, these studies highlight the need for AI to impact literary studies and identify areas for further exploration and research. Additionally, recent research by Immanuel and Gloria (2024) has broadly covered the use of ChatGPT in literary analysis. Little has been said, however, about ChatGPT's contribution to understanding and interpretation of literary works. Through emphasising students' use of ChatGPT, the proposed study explores how it facilitates their literary analysis skills, hence adding to the extant pedagogical literature on AI-aided literary analysis. Furthermore, Arathdar (2021) explored the creative potential of artificial intelligence in literature by demonstrating AI's capabilities in creating and assessing new literary genres through poetry and rap music. His study delves into the creative applications of AI, testing the limits of what can be expressed in writing and addressing the general implications on literature and narrative

coherence. Arathdar focused on two main aspects: cognitive semiotics, which studies the ways in which meaning is conveyed, and poetics, which deals with the artistic elements in AI-generated writing.

This thesis, on the other hand, specifically looks at how third-year students at Abdelhafid Boussouf Mila University Centre use ChatGPT for literary analysis tasks. It provides insight into how AI tools, particularly ChatGPT, can enhance students' abilities in literary analysis. proving that AI tools are useful in educational settings. Taking these studies into consideration, this research aims to add further insights to the use of ChatGPT in education settings in general and address the gap in examining its use in literary analysis in particular.

3. Significance of the study

Although earlier research has also dealt with a wider range of AI usage in literary texts, the concern of this study focuses on examining students' use of AI in analysing literary texts at Abdelhafid Boussouf Mila University Centre It seeks to understand how ChatGPT can be successfully used in the learning process to improve the student's comprehension of literary texts and even develop their critical thinking skills. Hence, this study aims to address this important gap by examining the use of ChatGPT in literary analysis among third-year students at Abdelhafid Boussouf Mila University Centre

4. Aims of the study

The aim of this study is to look into how students use ChatGPT for literary analysis tasks and how it leads to better comprehension of these texts, better engagement, and better performance in this domain. Additionally, the study seeks to better understand students' opinions and perceptions about using ChatGPT as a tool for literary analysis. It examines factors such as satisfaction,

perceived benefits, and concerns, aiming to contribute to the broader discourse on integrating AI technologies in the humanities. This research provides insights into both the pedagogical advantages and ethical considerations of employing ChatGPT in literary studies. Ultimately, the study intends to inform educators, policymakers, and academics about the potential benefits of integrating ChatGPT into the analysis of literary texts that are part of the syllabus, thereby enhancing the educational process in the field.

5. The Research questions

- For which specific purposes do students use ChatGPT in literary analysis tasks?
- Does ChatGPT effectively enhance students' understanding, engagement, and performance in literary analysis?
- What are the students' perceptions towards ChatGPT as a tool for literary analysis?

6. Means of the Research

The research for this study centres on "EFL Students' perceptions of ChatGPT usage for literary analysis: A Case Study of Third Year Students of English at Mila University Centre" using a mixed-method approach combining quantitative and qualitative methods.

The study involved 230 third-year English students at Abdelhafid Boussouf Mila University Centre, with a sample of 137 students selected for a questionnaire to assess their awareness, familiarity, ease of use, usefulness, and intentions regarding ChatGPT. The questionnaire and study design were guided by the Technology Acceptance Model (TAM), which explores factors influencing users' acceptance and adoption of new technologies.

Additionally, interviews were conducted with 10 students, with 8 selected for further analysis based on the depth of their responses. These qualitative interviews complemented the questionnaire, providing deeper insights into students' experiences using ChatGPT for literary analysis.

This mixed-methods approach offers a nuanced understanding of integrating ChatGPT into literary analysis, contributing valuable insights to educators, policymakers, and academics interested in AI's role in humanities education.

7. structure of the study

The structure of this study is composed of two main chapters. The first chapter is a theoretical one and has two sections. The first section is devoted to offering an overview of artificial intelligence and its tools, from the origins of AI up to the current features of ChatGPT. The second section goes into the literature, starting with the definition of literature and ending with the use of ChatGPT in literature analysis. The second chapter, which is the practical part, includes the research methodology, which is thoroughly described by means of a description and analysis of the students questionnaire' and interview. The chapter places considerable emphasis on the possible implications as well as the analysis and interpretation of the major findings. The chapter ends with outlining the study's shortcomings and offering some suggestions for teaching and future investigation.

Chapter One: Exploring AI and Literary Foundations

1.1. Section one: Artificial Intelligence and its Tools

Introduction:

Artificial intelligence (AI) has revolutionised various tools and technologies, including those in education. Among these advancements, ChatGPT, an AI language model created by OpenAI, stands out. It has been reported to facilitate the creation of e-portfolios by providing students with automatic feedback and prompts for their writing and reflection (Pradana et al., 2021). Additionally, it has enhanced student research capabilities, increased research production, and fostered positive attitudes towards creative thinking in research (Elisa et al., 2022). In the field of literary analysis, ChatGPT and other AI systems generate human-like writing, invent original ideas, and offer new perspectives, broadening their applicability (Immanuel & Gloria, 2024). These tools can also develop new translations or original stories, improving language understanding tasks and extracting meaning from individual words (Radford et al., 2018).

This section will explore the evolution of AI from its inception to the present day, focusing on the historical context, key milestones, and major achievements. This is crucial to our study as it revolves around ChatGPT, making it important to understand the evolution of AI and how ChatGPT emerged as a practical educational tool, particularly in literature. The development of neural networks, machine learning, and advancements in processing power and data capabilities have significantly influenced AI. Moreover, this section will highlight AI applications in business, education, and healthcare, along with ethical challenges. It will cover various AI tools and technologies, like generative models and chatbots, their features, uses, and limitations. A comparison

of technologies such as ChatGPT, GPT-3, and DialoGPT will illustrate their unique strengths. As a result, this concise review not only presents AI for its significance and achievements but also underlines the consequences that it has had on modern life going forward.

1.1.1. The Evolution of Artificial Intelligence (AI)

Artificial intelligence (AI) has come to fruition in recent years and continues to thrive. It begins with the ancient civilisations' questioning of human cognition and whether machines could replicate such thoughts or not. This question was explored well before the advent of computers, but it was the catalyst for this technology to come into existence. The world began to transition from speculative philosophy to actionable science in 1950 when Alan Turing proposed the Turing Test as a measure of a machine's ability to exhibit intelligent behaviour equivalent to, or indistinguishable from, that of a human (Turing, 1950). However, this technological concept did more than just provide an intelligent framework. It has also inspired generations of researchers. For instance, the Dartmouth workshop held in 1956 is often cited as the birthplace of AI as a formal field of study. The term "artificial intelligence" was coined at this conference, and with it came lofty goals, among which: discovering ways to make machines use language, forming abstractions and concepts, solving kinds of problems now reserved for humans, and improving themselves (McCarthy et al., 2006). Following this conference, there was so much enthusiasm for AI that it led to increased funding and research. McCarthy's Lisp programming language, for example, gave AI capabilities like problem solving (McCarthy, 1960). It is important to note, nevertheless, that early AI programs were not perfect. These programs demonstrated these capabilities, but they were still far from their goals. Because of these limitations, there were two AI troughs between the 1970s and 1980s that damped interest in further research (Crevier, 1993). But from the 1980s into the 1990s, there was another AI resurgence driven by greater computational power and advances in machine learning algorithms. This approach enabled models to learn from experience instead of relying solely on predefined rules. These

algorithms allowed computers to adjust performance based on previous experiences (Rumelhart, Hinton, & Williams, 1986). The 21st century has notably brought AI to the forefront of technology. The internet and digital explosion have provided machines with vast amounts of data that they need in order to learn properly. Neural networks and deep learning have pushed the envelope even further, allowing breakthroughs in computer vision, speech recognition, and natural language processing (LeCun, Bengio, & Hinton, 2015). These advancements have been exemplified by landmark achievements such as IBM's Watson winning Jeopardy in 2011 and Google DeepMind's AlphaGo defeating the world Go champion in 2016 (Silver et al., 2016). AI has become part of everyday life. It encompasses evaluating patients, assisting with self-care, and much more within the context of a doctor's office. It is used in cars as it makes them safer thanks to autonomous vehicle technology. AI keeps improving and facilitating the individual's life at different levels.

1.1.2. The Historical Development of AI From its Origins to the Present day

The history of artificial intelligence development is richly interdisciplinary, encompassing philosophy, mathematics, engineering, and computer science and spanning from ancient times to contemporary technologies. AI first came into existence with the ancient Greek philosophers, who were the first to present the concept of rational machines and machines in general, setting the foundation for AI. But not until the 20th century did these concepts develop into a scientific activity aimed at making machines that could imitate human intelligence. Turing, 1950). In his 1950 work, Alan Turing discussed the concept of machine intelligence and gave birth to the Turing Test as a standard for determining intelligence in machines, which remains an influential landmark in AI research. This era also witnessed the birth of the first computers that offered the requisite hardware for the earliest AI trials. The term "artificial intelligence" was first used in 1956 by John McCarthy at the Dartmouth Conference, which was a meeting of the minds to discuss the possibility of machines replicating everything about learning and intelligence (McCorduck, 2004). The following years were

characterised by major progress. The 1960s and 1970s are best known as the time of early optimism with the AI development of early AI programming languages such as LISP and pioneering programs like ELIZA and SHRDLU, able to process natural language and solve problems in restricted domains (Weizenbaum, 1966; Winograd, 1971). However, it did not take long for the limitations of the early AI systems to become obvious, which led to the first AI winter in the late 1970s, when funding was reduced and interest in AI research began to fade away due to unfulfilled promises. The rebirth of AI in the 1980s has been stimulated by the emergence of machine learning, by which algorithms could learn from and predict on the data. This means that the transition from rule-based models to learning-based models opened new doors in terms of AI applications (Rumelhart, Hinton, & Williams, 1986). In the late years of the 20th and beginning of the 21st centuries, with the appearance of the Internet and the explosion of data, AI research accelerated, and finally, new deep learning techniques were created, which allowed for major advancements in image and speech recognition, natural language processing, and so on (LeCun, Bengio, & Hinton, 2015). Today, AI pervades various domains as it now performs search engines' tasks, for instance: social media algorithms, autonomous vehicles, personalised medicine, and countless other applications. Its progress is characterised by the cooperative efforts of interdisciplinary teams across the globe, stretching the limits of what machines can learn and how they can improve an individual's life. However, the recognisable development of AI comes with significant ethical, social, and technical issues that need to be resolved to secure its beneficial effect on society. This is to say that the progress of AI is a product of human endeavours to comprehend and mimic its cognitive capabilities. AI keeps pushing the boundaries of our understanding of intelligence, creativity, and even consciousness, which promises to revolutionise the human-machine relationship.

1.1.3. The Major Milestones, Achievements, and Challenges of AI Research

1.1.3.1. The Major Milestones of AI Research. The artificial intelligence (AI) research path includes a number of milestone achievements that have always influenced the whole process of AI development. Since its inception, AI has aimed to apprehend and imitate the cognitive processes of the human mind, as this quest deepened in the mid-20th century. Turing (1950) provided the Turing Test, which is one of the first ever proposals to estimate the capabilities of a machine for imitation of human-like intelligence and behaviour, paving the way for future AI research. The term "artificial intelligence" was coined in 1956 during the Dartmouth Conference, officially kicking off AI as a formal field of study and setting high standards for creating machines that could simulate some aspects of human intelligence (McCarthy et al., 1956). One of the first successes in AI was the concept of the creation of a logic theorem by Newell, Shaw, and Simon in 1955, which is often called the first artificial intelligence program. It demonstrated the machines' ability to solve complex problems and prove mathematical theorems (Newell, Shaw, & Simon, 1957). Expert systems emerged in the 1970s and 1980s and were designed to emulate the decision-making capabilities of human experts. The development of machine learning algorithms allowed computers to learn from data and improve their performance over time (Russell & Norvig, 2010). With the advent of the internet and the exponential extent of digital data, deep learning was developed in the 21st century, which is a subset of machine learning based on artificial neural networks. It is because of this innovation that significant progress has been made in areas such as computer vision, natural language processing, and autonomous systems, thus pushing the limits of AI capabilities (LeCun, Bengio, & Hinton, 2015). In this light, it is important to mention the success of IBM's Watson on the game show "Jeopardy!" in 2011 and AlphaGo, developed by Google DeepMind, in defeating the world champion in the game of Go in 2016 as examples of the advanced cognitive capabilities and potential of AI systems (Campbell, Hoane, & Hsu, 2002; Silver et al., 2016).

1.1.3.2. Achievements of AI Research. AI integration into several sectors of society has been revolutionary, ushering in an era of effectiveness. Adaptive learning systems use AI in education to

make education personalised, suiting the individual learning needs of every student, thereby democratising education (Zawacki-Richter et al., 2019). It is a radical departure from the old one-size-fits-all method and portrays the future education system as more accessible and personalised to the learning styles of individual students. From the classroom to healthcare, AI's impact is also significant. Diagnostic algorithms and AI-driven tools are changing the way patients are treated by providing quicker, more precise diagnoses and individualised treatment plans (Esteva et al., 2017). Added to this, not only does this technological leap improve patient outcomes, but it also assures a new look for healthcare systems across the world, making them more productive and patient-oriented. In the industry, AI is redefining customer engagement and operational efficiencies. This means that AI-driven data analytics allows businesses to know consumer behaviour to an extent they have never known, providing customised services and anticipating what the future has to offer (Kaplan & Haenlein, 2019). This trend of smarter, data-informed decision-making illustrates AI's impact on fueling economic growth and innovation across sectors. In addition, AI's importance also comes to light when it has to deal with some of the most urgent global issues, including climate change. Using sophisticated data modelling and analysis, AI helps in forecasting climate patterns and resource use optimisation, and it is a very important contributor to environmental conservation efforts (Rolnick et al., 2019). This particular AI application not only demonstrates the technology's ability to protect the earth but also exposes AI as a tool for promoting sustainable development. Public safety and governance domains are also enhanced through AI, where intelligent systems are used in crime prediction, traffic control, and public administration. Such instruments allow for better public service performance, security, and a more flexible governance model (Perrault et al., 2019). With the With the development of AI, the integration of AI into the operations of the public sector will become deeper, leading to an era where governance will be more data-driven and effective.

    1.1.3.3. Challenges of AI Research. AI research faces several dilemmas. These include ethical questions concerning privacy, surveillance, and autonomy; the need for transparency in AI

algorithms; concerns about bias and fairness; and the environmental impact of training large AI models. In this light, tackling these problems requires interdisciplinary teamwork and the creation of strong, ethical, and responsible AI technology use frameworks. But the ethical concerns about the use of AI technology are far more substantial and are associated with a loss of privacy, an attribute of surveillance, and bias. AI's ability to process large quantities of personal information creates privacy breaches, while algorithmic bias means that fairness and equity are at risk (Cath et al., 2018). It is critical to address these challenges in order for AI to promote the good of society without violating individual rights or widening inequalities. The labour market is undergoing heavy transformations caused by AI, with most of the workers being automated and having new skill requirements. AI offers new potential in technology-oriented areas; nonetheless, it entails risks of displacement for jobs amenable to automation. Arntz, Gregory, and Zierahn (2016) highlighted that the response to AI-induced changes involves proactive policy measures aimed at enhancing the adaptability of the workforce and ensuring the fair distribution of AI's economic benefits. Furthermore, AI development prompts a re-evaluation of educational curricula and skill development programs. In this context, Luckin et al. (2016) argued that preparing the next generation for a future dominated by AI does not solely involve imparting technical skills; it also necessitates the cultivation of 21st-century skills, which include critical thinking, creativity, and ethical reasoning. Hence, this comprehensive approach to education is essential for creating a workforce that will be successful with AI. Furthermore, AI, born at the intersection of art and culture, clashes with traditional understandings of creativity and authorship. The art and music generated by the AI spark a lot of discussions on the human creative nature and technology in the creative process (Du et al., 2020). These conversations add to cultural dialogue, emphasising AI's ability to provoke promising forms of creative expression. Finally, the continuous progress of AI governance frameworks is an example of a joint attempt to capture the advantages of AI and decrease its threats. International partnerships and policy efforts seek to set out the ethical principles and norms governing the development and utilisation of AI

(Jobin et al., 2019). Such a global conversation of this sort is important for creating a future where AI technologies are developed in a way that is responsible and oriented towards societal values and objectives. However, the integration of AI into education also presents significant challenges. One major concern is the digital divide, where unequal access to AI-driven educational tools can exacerbate existing educational inequalities (Schwab & Davis, 2018). Additionally, the reliance on AI for personalised learning raises questions about data privacy and the ethical use of student information (luckin et al., 2016). Addressing these issues is crucial for ensuring that AI in education is implemented in a way that is both equitable and protective of students' rights.

1.1.4. Investigating Various AI tools and Technologies that are Related to Education

1.1.4.1. ChatGPT and Other AI Tools. Firstly, ChatGPT tools and other artificial intelligence tools are tools that help to comprehend, interpret, and analyse texts. ChatGPT, developed by OpenAI, is a typical language-processing AI that can produce human-like text in response to the input. This tool has specific application in educational settings, where it can act as an aid in brainstorming, drafting an essay outline, and performing a first pass at analysis of literary themes and structures (Denny et al., 2020). The nearly human level of processing and content generation in ChatGPT provides the students with the opportunity to interact with AI as a partner tool, and the process can improve their analytical skills in literature studies.

1.1.4.2. Natural Language Processing (NLP). Natural Language Processing (NLP) is one of the most important areas for machine support to understand, interpret, and generate human language, and as such, it is a basis for various applications such as chatbots, voice-activated assistants, and real-time translation services. The capacity to process and analyse huge amounts of text data has transformed the way machines interact with human beings, improving user accessibility and experience. On the other hand, it should be noted that NLP suffers from the problem of understanding context, sarcasm, idiomatic expressions, and others, as a result of which it can often

lead to misinterpretations and mistakes in answers. The development and sophistication of NLP are continuous, as researchers aim to make it better and more reliable (Hirschberg & Manning, 2015).

1.1.4.3. IBM Watson and Its Role in Literary Analysis. IBM Watson is another important AI tool that can be used for literary analysis. Watson uses cutting-edge natural language processing functionalities to comprehend intricate human languages and can be trained on specific sets of texts (khaled, 2014). When it comes to literary analysis, Watson can be very good at detecting themes, styles, and sentiments, which are vital aspects of the comprehension of literature. The deep learning algorithms of Watson can analyse the context and sentiment of the text, providing insights that are always relevant for academic purposes. This technology not only accelerates the analysis process but also provides a vantage point that may not be instantly apparent to human readers.

1.1.4.4. Sentiment Analysis and Topic Modelling. Literary studies benefit from sentiment analysis algorithms as well, giving information about the mood that can be tracked in words, sentences, or even entire texts. Tools such as Vader and TextBlob are commonly employed for sentiment analysis and can be incorporated into Python to analyse literary works (Hutto & Gilbert, 2014). With these tools, students are able to determine the dominant emotions and sentiments in a text, an essential element in literary interpretation. These emotional foundations allow one to comprehend character development, plot advancement, and thematic aspects of literature. Topic modelling is also an AI-supported method useful for literary analysis. It is an approach to determining the topics that are usually present in a text and is generally done by algorithms such as latent Dirichlet allocation (LDA). Tools like MALLET provide advanced topic modelling functionalities that can unearth unseen thematic structures in literature, a feature that can be especially helpful for students involved in comparative literature studies (McCallum, 2002). Hence, uncovering these themes makes students more aware of the structure of the text and its major focuses, which helps them improve their critical and analytical skills.

1.1.4.5. Neural Networks and Text Comprehension. Models that include neural networks are widely used for text comprehension and generation. This space was transformed by the emergence of GPT (Generative Pre-trained Transformer) models like ChatGPT, which come with functionalities such as text completions, suggestions of edits, encouraging plausible text segments based on given prompts, and so many other capabilities (Brown et al., 2020). The models are pre-trained on a variety of internet texts but can be tailored to specific literary genres or styles to help students generate creative and critical responses to literature prompts. BERT is one of the text analysis tools produced by Google, and like other related models like RoBERTa, it sets new standards for context-aware text analysis systems. These models are very good at context understanding, which is very important for effective textual analysis, especially for complex literary styles and historical texts. In literary studies, quite often students face problems with the interpretation of ambiguous language in poetry and older prose, but BERT models can assist them in this matter.

1.1.4.6. Narrative Science Tools and Platforms. Narrative science tools and platforms, such as QuillBot and Grammarly, use AI to improve writing quality and style, which is especially useful in literary analysis essays. The tools read text in search of clarity, grammar, punctuation, and style, giving suggestions that enhance writing and educating the users on better writing practices (Vasquez, 2018). In the context of literary analysis, such improvements are irreplaceable, as they make it possible to render comprehensively complex ideas and interpretations.

1.1.4.7. Turnitin's Role in Literary Studies. Turnitin's role as an AI-powered plagiarism checker is indeed crucial in literary studies. The tools utilise advanced algorithms to identify plagiarism, which is important when it comes to maintaining academic integrity in literature reviews and analysis essays. The database of Turnitin includes a wide spectrum of texts for which the submissions are checked to make sure that the students' works are original and correctly cited

(Rogerson & McCarthy, 2017). This technology not only safeguards academic integrity but also educates learners on the significance of originality and correct citation in literature studies.

1.1.4.8. Visualisation Tools Powered by AI. Determining character interaction, plot development, and thematic connection using visual formats can be achieved by using visualisation tools powered by AI. Such tools as Gephi have the possibility of making an analysis of a network that will represent the relationships and structures within the text, which is an alternative to traditional text analysis (Bastian et al., 2009). These visualisations can make complex narratives and theories more comprehensible to students and, consequently, make the analysis more accessible and captivating.

1.1.4.9. Chatbots and Virtual Assistants in Education. Chatbots and virtual assistants are NLP and machine learning systems that mimic conversational interactions, providing 24/7 interaction opportunities with users. Hence, they are helpful in educational settings. Such AI-powered tools can stimulate students in discussions of literary works, respond to their questions regarding plot or character development, and create a more participative learning environment. They are especially beneficial in the provision of customised feedback and support, therefore improving student learning outcomes (Hill et al., 2015).

1.1.4.10. Deep Learning. Deep learning, as a part of machine learning, is very successful in tasks that require the interpretation of complicated data structures that are done by neural networks, which are a reflection of a human's brain. Deep learning has been significant in the development of computer vision and speech recognition, making autonomous vehicles and effective interaction with devices possible. Nevertheless, the computational expense is high, and the need for huge datasets for training represents remarkable limitations. This is along with the "black box" nature of deep learning models, which hide their decision-making processes (LeCun, Bengio, & Hinton, 2015). In this light, without understanding how a deep learning model arrives at its decisions, it can be challenging to

identify and fix errors, particularly when those errors could have serious consequences. Additionally, the "black box" nature can make it difficult to detect and mitigate bias in the model's outputs, which is crucial for ensuring fairness and responsible use in sensitive applications.

1.1.4.11. Autonomous Vehicles. AI is used in autonomous vehicles through the application of machine learning and computer vision for safe navigation. These vehicles perceive sensory data to recognise obstacles, understand traffic signals, and make the move in real time. Automated vehicles hold the potential to reduce the number of traffic accidents and improve the mobility of the population, but they are still confronted with safety issues, decision-making in critical situations, and regulatory approvals (Bojarski et al., 2016). The study of these AI tools and technologies reveals a field of creativity and possibilities, matched with ethical, practical, and technical hurdles. With the advances of AI, overcoming these challenges will become a critical factor in achieving its full impact across a range of domains.

1.1.5. Background Information on ChatGPT

1.1.5.1. Evolution of Natural Language Processing Technologies. ChatGPT is an evolution of natural language processing technologies that is a step away from the traditional models towards those that are able to understand, produce, and participate in a human-like conversation. Derived from the trailblasing GPT family, ChatGPT expands on the paradigmatic concept that Vaswani et al. (2017) presented in "Attention is All You Need," thus setting the stage for models that comprehend written language somewhat similarly to how human brains operate. The base has made ChatGPT capable of doing tasks in a more nuanced and complex manner than before, ensuring interactions that seem very natural and intuitive.

1.1.5.2. Development of the GPT Series. The development of the generation GPT series, from the first one to GPT-3, tells a story of growing capabilities and more complex uses. Each iteration has stretched the limits of what artificial intelligence can do in terms of language

understanding and production. Radford et al. (2018) underscored the stepwise improvements in the model's architecture that have greatly improved its capability to capture context and produce coherent and relevant text. Not only have these innovations positively influenced the user experience, but they have also extended usage options for the ChatGPT system, making it a universal tool for many linguistic tasks.

1.1.5.3. Training Process. The training process is another central stage of ChatGPT's development, which uses large amounts of text data to teach the model language patterns, grammar, and information on many topics. According to Brown et al. (2020), this rigours training protocol forms the foundation by which ChatGPT gains a deep understanding of language and can then produce replies that are not just on topic but also filled with content. This feature of the ChatGPT model design underlines the value of diversity and volume of data to attain a model that can navigate human language with a high level of precision.

1.1.5.4. Comprehending Human Language. ChatGPT, a product of OpenAI, is a revolutionary step in artificial intelligence that is redefining the limits of what machines can understand and do with human language. This tool is based on the Generative Pre-trained Transformer model, which is programmed to read, write, and have human-like chats. ChatGPT can replicate the subtleties and intricacies of human dialogue by analysing large datasets and providing contextually appropriate, engrossing responses (Vaswani et al., 2017). The user engagement in conversation dynamics is an indicator of the new age of user-machine interaction, which makes digital services open and friendly.

1.1.5.5. Content Generation. Among the distinguishing characteristics of ChatGPT is its capacity to produce text that imitates human writing styles in all types of genres and formats. ChatGPT goes beyond mere conversations. It provides the ability to create articles, reports, and generally produce creative content, emphasising ChatGPT's role in automating content generation processes. The implications this fact has for such industries as journalism, marketing, and

entertainment are profound, providing possibilities for simplifying content creation and developing new digital creativity forms (Brown et al., 2020).

1.1.5.6. Technical Innovations. The technical innovations of ChatGPT, especially in deep learning and neural networks, have made its language processing capabilities considerably improved . With these innovations, ChatGPT becomes capable of recognising and reproducing subtle elements of language like tone, style, and purpose, which, in turn, expand the model's interactive features. The research of LeCun, Bengio, and Hinton (2015) on deep learning architectures is a fundamental understanding of the technologies that support ChatGPT to operate with such high linguistic capabilities.

1.1.5.7. Areas of Application. The areas of application of ChatGPT are varied, which showcases the versatility and effectiveness of the model. ChatGPT has demonstrated a high potential for improving effectiveness and accessibility in different areas, starting from the automation of customer service interactions to supporting educational initiatives and enabling programming tasks. Radford et al. (2019) focus is on the model's ability to revolutionise industries through performing intricate linguistic tasks, emphasising ChatGPT's development as having broad implications for the future of work and digital communication. While the potential for ChatGPT to transform industries is significant, careful development and responsible deployment are essential to ensure positive outcomes.

1.1.5.8. Ethical Challenges. The development path of ChatGPT is not without its lacunas. Challenges such as data bias, ethical dilemmas related to disinformation, and the model's environmental footprint pose serious obstacles to the appropriate application of language models. Bender et al. (2021) took up these issues, stressing the importance of continuous research, ethical control, and sustainable approaches in the development of AI technologies. These considerations are

essential in ensuring that ChatGPT and other similar models are created and used in ways that are beneficial to society as a whole.

To conclude, ChatGPT sets an important example of the use of artificial intelligence, showing us some details about the future of human-machine interaction and the possibilities of machine learning combined with natural language processing. With the progress of technology, the emergence of ChatGPT from its humble beginnings to its present-day remarkable functionality represents the joint endeavour needed to spur AI innovation, which underscores the significance of ethical considerations, data variety, and environmental sustainability in creating future models.

1.1.6. ChatGPT Vs. Other AI Tools

ChatGPT, a fine-tuned version from OpenAI, targets conversational applications and is derived from the GPT-3 model. It is very good at generating context-sensitive and many-layered dialogues, which makes it very effective in applications where communication with users is interactive. Being able to handle long dialogues and not losing sight of previous exchanges and the context of the dialogue throughout one conversation are among its most powerful traits. This characteristic is critical in customer service and educational technologies, where continuous interactions are required. On the other hand, ChatGPT often provides plausible but wrong or unrelated responses that reflect the model's dependence on patterns in data and not the understanding of content. However, the disadvantages of ChatGPT are greater than its benefits, but its versatility and strong output allow for a variety of natural language understanding and generation applications that range from writing assistance to conversational AI (Ram et al., 2021).

1.1.6.1. GPT-3. Another model, GPT-3, from OpenAI is the architecture for models like ChatGPT, but this model is designed to tackle a wider range of text-based tasks. At 175 billion parameters, GPT-3 is among the largest and most powerful language-processing AI models in existence. The strength of GPT-3 is its large-scale training dataset. Therefore, it can do tasks like

content generation, summarisation, and domain translation. This model's huge computational demands and the fact that it has a tendency to produce unpredictable and often nonsensical answers are its major weaknesses. But GPT-3's capability to comprehend and produce human-like text is a very useful tool for developers and content creators who require the automation or augmentation of creative processes (Brown et al., 2020).

1.1.6.2. DialoGPT. DialoGPT is a variant of the GPT-2 model by Microsoft, specifically optimised to give conversational responses and imitate human-like conversational patterns. It learns from a wide variety of internet dialogues, preparing it for powerful coherence and contextually relevant performance ability when implemented in virtual assistant or customer support bot-type scenarios. However, DialoGPT shares a common limitation with other language models: its responses can be quite unpredictable and are often the result of the biases of the model or quirks in its training data. This model is particularly good for applications with high levels of engagement and is very useful for interactive storytelling or conversational AI in gaming (Zhang et al., 2020).

1.1.6.3. GitHub Copilot. GitHub Copilot is an advanced tool that is developed by GitHub and is based on the power of OpenAI's Codex, which expands the functionality of GPT-3 into the coding sphere. Copilot, as an AI pair programmer, proposes entire lines or even code blocks by the developers during the coding as per the context provided by the existing code. These tools excel at speeding up the coding process and decreasing the cognitive overload of programmers by automating standard tasks. Despite vastly improving coding efficiency, GitHub Copilot also comes under fire for sometimes offering insecure or buggy code, which must be carefully vetted by the developers. Its biggest applicability is in software development, which is suitable for people who are new to coding or learning a new programming language as it is an interactive learning aid (Chen et al., 2021).

1.1.6.4. Gemini. In the public sphere, Gemini is a little less known, but it is created to offer life-like and very interactive dialogues that are focused on certain situations, like customer service

simulations or therapeutic conversations. A feature of Gemini as an AI-based tool is that it creates dynamic conversational agents that are able to adjust to users' emotional states and act empathetically. Nevertheless, its application specificity denies it the wide applicability of models such as GPT-3, and therefore it can only be used within a certain niche market. Gemini is best used in settings where the human factor is important and the users need to interact with other people and often rely on understanding and reacting to human emotions, such as in mental health support and customer interaction roles (Jones et al., 2021).

1.1.7. The Uniqueness and Advantages of ChatGPT for Generating Creative and Innovative Content

ChatGPT, from OpenAI, is an improved version of GPT-3 specifically designed for dialogues. It uses a model architecture that the OpenAI company has optimised for conversational tasks. This specialisation allows ChatGPT to produce very relevant and context-sensitive text responses, which makes it a very effective tool for many applications that have a need for a conversational interface.

What gives ChatGPT its unique features is its training method, which combines supervised learning from human feedback with reinforcement learning methods. This practice enables ChatGPT to enhance its answers to the results they bring about, in essence, learning which responses promote more enjoyable and satisfying dialogues (Ram et al., 2021). This approach enhances its ability to store context for longer interactions, a relevant characteristic for talks that last over several exchanges. In customer service or therapy bot applications, the AI needs to keep track of other inputs to provide effective service and, in the latter case, develop rapport with users. Furthermore, one of ChatGPT's distinguishing features is its creativity. It is capable of producing text that is coherent and contextually correct, as well as creative and innovative. The strength of ChatGPT in generating elaborate and nuanced written content is significantly helpful to the field of advertising, as making

powerful messaging is important. Moreover, its ability to imitate multiple writing styles makes it a flexible tool for content generation in several formats and genres (Brown et al., 2020).

The benefits of ChatGPT are also applicable for use in educational settings as a tutor for the students, providing explanations, summarising complex texts, or even assisting in the brainstorming of essays. The model's deep learning core helps it to interpret elaborate student inputs and come up with insightful and correct personalised feedback, and as such, it enables personalising learning experiences for the learners. Additionally, ChatGPT's adaptability to different languages and dialects makes it more useful in multicultural and multilingual classrooms, making it more useful than other AI models (Zhang et al., 2020). Lastly, another important advantage of using ChatGPT is that it is useful for software development, especially in code generation and debugging. ChatGPT significantly speeds up the development process and decreases cognitive load on developers by understanding the context of code snippets and providing recommendations, so it is a priceless tool for beginners and professionals (Chen et al., 2021).

Conclusion

To conclude, the advent of artificial intelligence (AI) tools, such as ChatGPT, has opened up new possibilities in a multitude of domains. Moreover, these AI tools have shown great potential for addressing the challenges posed by traditional methods of analysis. They have the ability to break down complex concepts, provide explanations in simpler terms, and offer interactive experiences that cater to individual needs. Therefore, ChatGPT, in particular, has been recognised for its potential in various applications. It can generate text and content based on user input, making it a valuable tool for enhancing a wide range of tasks. The use of ChatGPT not only helps in overcoming the challenges posed by traditional methods but also enriches the experience of users. However, despite the growing interest in the use of ChatGPT, there is still much to explore about its application in different areas. As such, future research in this emerging field is encouraged. This exploration will

not only contribute to the academic discourse on AI but also provide practical insights for users. The potential of AI in transforming various domains is immense, and it is an exciting time to be part of this journey. The use of AI tools like ChatGPT signifies a shift towards more accessible and engaging experiences, paving the way for a new era in various fields. AI's role in these fields, in particular, is a promising area of exploration.

1.2. Section two: Overview on literature

Introduction

Reading and studying literature provides a profound educational advantage for students. It offers a vital role in the enhancement of fundamental language skills such as reading, writing, listening, and speaking. As Virginia Woolf (1929) said, **"Literature is strewn with the wreckage of those who have minded beyond reason the opinion of others."** (p.59). Indeed, literary works from different eras, from the complex plots of modern times to the epics of antiquity, provide learners with access to linguistic improvement and cultural knowledge in addition to reading for pleasure.

When analysing literature, students typically use traditional methods such as close reading, historicism, and cultural materialism. However, literary analysis can be challenging due to several obstacles. Students often struggle with the complex language, terminology, sentence structures, or figurative language in literary writings. Consequently, understanding the true meaning of literary texts may be difficult before moving on to a more in-depth analysis. Additionally, authors often include cultural references specific to their historical period or place, requiring additional research and background knowledge, which students might lack. These challenges can obscure the text's rich tapestry because writers often choose words carefully to express particular meanings, feelings, or nuances. Traditional techniques may overlook the attention needed to discern meaning from these words, missing the deeper meaning conveyed through them.

This section will delve into the core of literature, exploring its essential definitions as well as its importance. in addition to the range of its forms, genres, styles, and elements, as well as methods of literary analysis, along with the challenges and difficulties that students may face, setting the stage for a study of how modern AI tools could change these outdated ways and give educators and learners even more power as they pursue their literary aims.

1.2.1. The Importance of Literature in Education

Literature, despite its broad and somewhat ambiguous definition, plays a significant role in our society and education. As Jim Meyer (2018) stated, "understanding what literature actually is has always been challenging, and sometimes it feels like the only thing left to say is, "I know it when I see it," or "Anything is literature if you want to read it that way" (p. 1).

The term "literature" can apply to any written work, but it also refers to a valid subclass of texts that are valued for their aesthetic and artistic aspects, going beyond simple information transfer (Stecker, 1996, p. 681). This distinction between the broad and specific uses of "literature" is crucial. Literature encompasses a wide variety of written works used for communication and artistic expression (Ismail, 2020), including primary genres such as poetry, theatre, novels, and fiction (Hassan, 2016). Literature serves as a unique collection of stories reflecting the messy, terrible, triumphant, and sublime aspects of human experience (Kusch, 2016, p. 1). In the context of education, literature plays a significant role. Onuekwusi (2013) and Ismail (2020) acknowledged the instrumental role of literature in language-related activities. Onuekwusi (2013) highlighted literature's multifaceted contribution to learning, teaching, and influencing individuals, while Ismail (2020) highlighted its beneficial impact on communication skills. Both authors have emphasised how literature may help people who want to improve their language skills, increase their vocabulary, and communicate their ideas clearly in a variety of settings. These viewpoints show how literature is acknowledged as an efficient means for communication and learning.

Moreover, Literature plays a crucial role in students' education by enhancing their critical thinking skills. When students engage with literary texts, they are encouraged to analyse complex characters, intricate plots, and diverse themes. This analytical process requires them to question, infer, and synthesise information, which significantly boosts their critical thinking abilities (Wolf, 2004, p. 85). Furthermore, reading literature exposes students to various perspectives and cultures,

broadening their understanding of the world and promoting empathy. Through characters' experiences and conflicts, students learn to consider different viewpoints and develop a nuanced understanding of human nature (Nussbaum, 1997, p. 45). Engaging with literature thus not only improves students' cognitive abilities but also fosters emotional intelligence and social awareness, which are essential for their overall development.

In conclusion, literature is not only a broad and diverse field of study but also a vital tool in education, fostering critical thinking skills, cultural understanding, empathy among students, and enhancing language skills and communication.

1.2.2. Literature Genres

Literature is a vast and diverse field that involves various genres, each with its own unique characteristics and definitions.

1.2.2.1 Fiction. A literary genre that features unreal or fake stories with fictional characters, settings, and events. Fiction writers create compelling worlds and narratives that transport readers to other locations while maintaining reader engagement. In addition to being limited within the confines of novels alone, fiction acts as a form of communication that figures out what is being grasped about fictionality and literariness (Ryan, 1984). This implies that fiction functions as a tool for communication and aids in the comprehension of the ideas of literariness and fictionality. By simulating social universes, literary fictions help readers understand others more deeply and possibly change themselves (Oatley, 2016). It suggests that fiction can aid in the development of empathy and awareness of many viewpoints. Through literature, however, fiction serves a variety of other purposes, including fostering student appreciation for literary works (Gebhardt, 1988). It also prompts debates on how far fiction can be said to be true or false, thus querying its nature as a work of literature (Lamarque, 1996). In simple terms, it briefly calls into question the essence of reality

and truth. Famous science fiction books include Frank Herbert's 1965 novel *Dune* and George

Orwell's *1949* novel 1984.

1.2.2.2. Non-Fiction. Nonfiction literature is made up of writings that are based on actual

occurrences, truths, and data. Consequently, these written works offer readers a chance to learn more

about different subjects such as history, science, biographies, and self-help. In this sense, nonfiction

is based on facts and real-life events. According to Root (2003), non-fiction literature is an umbrella

term that includes many narrative prose writings that deal with facts and reality. In other words, it

encompasses different narrative styles that deal with factual events. Cherkashyna & Paramonov

(2021) delved deeper into this genre, examining its intersection of fictional and documentary

techniques, along with its diverse subgenres like literary biography, historical nonfiction, memoirs,

and fictional journalism. In essence, non-fiction literature offers a wide variety of subgenres,

including historical narratives and memoirs, by combining factual and narrative components.

1.2.2.3. Fantasy. A genre in literature that encompasses themes like heroism, quests, and

mystical beings by incorporating magical elements, mythology, and supernatural creatures, thereby

creating entirely new worlds. *The Lord of the Rings* by J.R.R. Tolkien (1954) and the *Harry Potter*

series by J.K. Rowling (1997–2007) are some of the famous examples in this genre. Dhakal (2020)

asserted that this kind of writing acts as a link between the material world and a supernatural reality,

allowing readers to investigate many viewpoints. Fantasy is often essential in children's literature

because it helps kids imagine other worlds and get answers to their curiosity about the world

(Mahmood, 2020). In this light, fantasy can help children develop their imaginations and explore

their own identities. According to Attebery (1980), the study of fantasy in American writing is an

exploration into belief, legend, romance, and an escape from reality. In this sense, fantasy can help us

explore various ideas and beliefs while offering a way out of reality. By using their imaginations and

thinking through challenging issues that are present in many facets of their lives, it can also assist

young people in overcoming life's obstacles (Mahmood, 2020). In short, fantasy can investigate the meaning of existence and pose philosophical queries. Furthermore, fantasy is a genre that frequently pushes the limits of what is possible and occasionally tackles existential issues.

1.2.2.4. Mystery. This is a genre of literature that focuses on the investigation of crimes or unsolved puzzles and whose main purpose is to involve readers in trying to solve the mystery along with the main character. Notable examples include *Gone Girl* by Gillian Flynn (2012) and *The Girl with the Dragon Tattoo* by Stieg Larsson (2005). The concept of mystery is approached differently in literature than it is in the detection genre, which discovers hints that lead to a build-up of evidence (Incledon & Irwin 1993). In this light, the goal of mystery books is to solve puzzles or crimes. Through a philosophical detective story that ends in a question rather than a solution (Merivale 1999), this suggests that mystery novels can be written in a range of forms, ranging from traditional detective stories to in-depth philosophical inquiries. This diversity exemplifies the various ways literary mysteries can attract people and keep them guessing about what they do not know. Mystery is found in both detective fiction, where intrigue is reliant on what one does not know, as well as religious mysteries, where it hinges on what one knows (Boyer 2007). In short, mystery novels can be suspenseful and keep readers engaged.

1.2.2.5. Romance. A genre in literature that is about the development of love relationships between characters and incorporates themes such as love itself, passion, and emotional connection. Romance in literature encompasses a wide range of genres, including long-form poetry narratives, episodic prose narratives, drama, and modern mass market fiction (Mulready 2020). In short, romance is a vast genre that encompasses several forms of love stories. However, romance literature is frequently associated with love stories, adventure, and marriage, setting them apart from other genres due to their emphasis on the hero's journey and desire for a better world (Lee 2006). In a nutshell, romance novels frequently depict a hero's journey and a search for a better world.

1.2.2.6. History. The literature on history is all about past events, communities, and individuals. Its purpose is to inform the readers of big events that happened in life and their effect on society. Some examples of historical literature include *The Diary of a Young Girl* by Anne Frank (1947) and *The Guns of August* by Barbara Tuchman (1962). According to Bautista (2012), historical literature is a complex interplay of historical reality and literary perspectives as authors transform history into their own literary form. In essence, this genre combines history and literary techniques. Meisami (2000) investigated the concept of history as literature, arguing that historical narratives may occasionally include fictitious elements, while historians have been known to employ literary genres to present what occurred during certain events. This highlights the interplay of fact and fiction in historical narratives.

1.2.2.7. Poetry. A genre that makes use of rhythm, language, and imagery to create an emotional impact to a high degree usually has themes like love, nature, society, and the human condition. Poetry is known for using poetic devices such as rhyme, metre, and figurative language. As Fabb (2015) said, poetry is a unique form of communication in and of itself. Concerning this matter, McAuley (1953) stated that poetry is a unifying vision for humans in all aspects of life, and Richardson (1998) described it as a different type of language that best suits those special moments where fragments come together. This means moments that are often strange or sometimes even mysterious. In this light, poetry acts as a unique vehicle to express these moments when truth becomes real.

1.2.2.8. Drama. A genre of literature that is meant to be performed on the stage or screen; it involves the portrayal, dialogues, and conflicts among characters in order to tell a story. Tragedy, comedy, historical drama, and musical theatre are some of the genres that can fall under drama. In other words, drama in literature is the composition of plays, which encompasses playwriting theories and concepts (Dahlhaus, 1989). In brief, drama is the study of playwriting and performance, with

roots in Greek and Greco-Roman drama (Banks, 1985). This emphasises its origins in ancient Greek and Roman theatre.

1.2.2.9. Novels. A form of literature that is characterised by intricate narratives that focus on character development instead of plot. They provide an opportunity for readers to explore characters' inner thoughts and emotions while enabling them to understand cultural values and ethical dilemmas. Some examples might include Leo Tolstoy's *War and Peace* (1869) and Harper Lee's *"To Kill a Mockingbird"* (1960), which do not simply entertain us but make us understand deeply what makes humans what they are. According to Whitmarsh (2018), novels are extended fictional narratives that circulate widely, emphasising their function over form. That means that novels are long, made-up stories that lots of people read because they're more about telling interesting stories than being fancy or experimental with how they're written. Novels are unlike other types of writing. Lubey (2020) stated that novels are always situated within certain social contexts, epistemological frames, and historical periods.

1.2.2.10. Short stories. They are also known for their simplicity, employing only one theme per story line with just a few characters. Edgar Allan Poe is considered a master of the short story, and his *The Tell-Tale Heart* (1843) is a notable example of how this format can create atmosphere and suspense. Also, literary critics have eschewed the notion that these pieces are condensed novels. Rather, they argue that short stories can be seen as distinct forms of literature with lengths typically ranging from three to thirty pages and which always aim at achieving one effect (Potter 1993). In brief, this suggests that short stories aim to achieve a singular effect within a narrowly focused narrative structure.

1.2.2.11. Essays. Essays are versatile and flexible. They come in different forms, like persuasive essays, informative essays, personal essays, and literary criticisms. Literature has always been a crucial part of storytelling, self-expression, and the exploration of ideas. Essays in literature add a

layer that combines elements of literature with subject knowledge or experiences to create freedom, relaxation, and a delicate touch (Karshan 2020). In essence, this emphasises the essays' role in combining literature with subject knowledge or personal experience. Essays force us to think critically by making clear arguments about the meaning and power structure of literary works so we can better understand human situations (Acheson 2010; Goldstein 1993). In other words, this highlights essays' function in promoting critical thinking and understanding of human experiences.

1.2.3. Literary Elements

Literary elements, which include the plot, character, setting, theme, symbolism, and conflict, are essential components of narrative. The importance of literary elements is a necessity in analysing works of literature, which is a process often facilitated by AI tools, enabling the reader's experience and comprehension of literature by helping to create stories, arouse feelings, communicate deeper ideas, and draw readers into a variety of literary works.

1.2.3.1.Plot. The structured flow of events that make up a story or plot is the foundation of a literary work. The exposition, rising action, climax, falling action, and resolution form the essential elements of the plot. A compelling plot keeps readers interested in the story's development and resolution. It is how the events are arranged and connected to one another, creating a pattern in the story (Egan, 1978). In brief, a plot is the structured flow of events that drive the narrative forward.

1.2.3.2. Characterisation. A literary element refers to how writers present and develop realistic and believable characters that readers can connect with on an emotional level. Readers can better understand the motivations, personalities, and changes experienced by characters by observing characters' actions, conversations, thoughts, and interactions with other characters in the story. In this light, characterisation is the development of characters in a story. According to Janlert & Stolterman (1997), a character is a coherent combination of traits related to conduct and appearance that serve as

the basis for comprehension and communication. In simple terms, a character is a combination of behaviours and appearances that enable us to understand and discuss them.

1.2.3.3. Setting. The setting of a story includes its historical period, cultural context, and physical location. It's crucial for determining the tone, relationships between characters, and overall atmosphere. The setting can even act like a character, shaping the plot and influencing other characters' growth. Essentially, it's the background against which the story unfolds, revealing when and where things happen. This encompasses the time, place, and culture depicted, all of which deeply impact the story and characters. Additionally, the setting is not just background; it also reflects philosophical and historical perspectives on the environment and its people (Jordan-Baker, 2020). In simple terms, the setting of a story not only determines where things happen but also provides important details about the characters' thoughts and feelings towards their environment and its history. This helps readers understand the larger context of the story and why the characters behave and react the way they do.

1.2.3.4. Theme. A theme is a synthesis of the fundamental concepts or thoughts that authors aim to convey, often addressing larger existential, political, or societal themes. It gives readers a perspective to analyse the narrative and its ramifications and sheds light on several sides of the human experience. Themes include basic ideas like love, grief, and redemption as well as more intricate ideas like the nature of humanity, the conflict between good and evil, and intrinsic shortcomings. Literature develops the ability to reverberate beyond time periods and cultural boundaries through the examination of themes. According to Kang (2016), the theme is the message's starting point, and the content of the theme relates to how the narrative develops textually. Basically, this means that themes are like the beginning of the story's message, and how they're explored in the writing shapes the story.

1.2.3.5. Symbolism. This is a potent literary element used to give stories extra levels of significance. Symbols are things, people, characters, colours, and ideas that go beyond their literal interpretations to express deeper meanings. For example, depending on the circumstances, an object that seems commonplace, like a chain, can represent either freedom or imprisonment. This literary device enables authors to convey intricate ideas and feelings in a delicate and sensitive way, frequently leaving the reader's interpretation to their own perceptions and experiences.

Cuddon (1992) stated: "The word "symbol" derives from the Greek verb "symballein", "to throw together",   and its noun "symbolon", "mark" or "sign." It is an object, animate or inanimate, which represents or stands for something else" (p.699). In simple terms, symbolism is when real things represent ideas we can't touch or see.

1.2.3.6. Conflict. In literature, conflict is the meeting point of conflicting factors, such as nature, society, man vs. man, or the self. The story is advanced by these tensions, which also heighten the suspense and draw readers in. They increase reader engagement by revealing underlying ideas and character motives. Character development and the plot's conclusion are frequently shaped by conflict resolution. Internal conflicts with one's own aspirations and ideas, as well as external conflicts with social norms or the natural world, are examples of conflict types (Masterclass, 2020). For instance, a character may experience inner conflict or encounter difficulties from outside sources, such as society or the environment.

1.2.4. Literary Devices

Literature is a tapestry made of different narrative techniques. Metaphor, simile, imagery, foreshadowing, motifs, and allegory are just a few of the ways that contribute significantly to the complexity and variety of well-written literature. They contribute to the creation of compelling narratives that stick with students long after they have closed the book. Therefore, they are essential

in this research since they serve as the basis for literary analysis and enable students to get a better understanding of the complexities of storytelling with the use of ChaGPT.

      1.2.4.1. Metaphor and Simile. Both act as two linguistic devices for expressing comparisons. A metaphor without using the words "like" or "as" to suggest a shared identity while stating a direct similarity between two elements. For example, the statement "time is a thief" implies that time robs moments in an equivalent way to a burglar who takes belongings. In contrast, a simile emphasises a similarity between two things and usually uses the words "like" or "as." For instance, the line "Her smile was like the sun" compares the warmth and brightness of the sun to her smile. Metaphor and simile are examples of figurative language; the former suggests a similarity, while the latter makes it clear (Kim, 2003).

      1.2.4.2. Imagery. Includes the use of informative and vivid language that interests, in addition to the sense of vision, yet to all five senses. A writer can create a rich and vivid sensory experience by using images to take the reader to a specific location, time, or feeling. This technique can reinforce textual themes and moods while also enhancing the narrative's immersion and impact (Paudyal, 2023). In simple terms, using this technique in writing can make the themes and feelings in the text stronger and help the story feel more real and powerful.

      1.2.4.3. Irony. A complex literary device that is marked by conveying words with meanings that go against their literal meanings. It is used to make meaningful statements or to make jokes. Irony can take many different forms, such as situational, dramatic, and verbal, and each one adds to the complexity of a story (Glicksberg, 1969). In this light, understanding irony makes the stories more interesting and engaging for readers. However, understanding its place in literary works requires an awareness of its interpretation and aesthetic function (Gómez, 2001).

      1.2.4.4. Alliteration, Assonance. Are stylistic devices that add to the harmony and rhythm of prose and poetry. The term "alliteration" refers to the stylistic and methodological device of repeating

consonants within a sentence (Nizomova, 2021). In essence, it is when consonant sounds are repeated within a sentence for stylistic effect. On the other hand, assonance is the repeating of vowel sounds that might have descriptive, structural, or harmonic consequences (Adams, 1973). In a nutshell, it involves repeating vowel sounds in words, which can create a musical or descriptive effect in writing.

 1.2.4.5. Foreshadowing. A device used by authors to provide clues or hints regarding what is going to occur later in the story (Bae et al., 2013). As the reader predicts the outcome before the characters do, it generates suspense and dramatic irony in their minds. It functions as a crucial component of narrative comprehension by using background markers to indicate major events in a story (Shen, 2008). For readers who are sentimental, foreshadowing is particularly important.

 1.2.4.6. Motifs. A recurrent literary device that enhances a piece's overall meaning and frequently has symbolic meaning (Estelle, 2019). In simple terms, it adds layers of meaning and symbolism, enriching the reader's experience. They can be visual, auditory, or interactive, and they aid in the development of central themes as well as the creation of a particular atmosphere (Amineva, 2014). and that will play an important role in constructing the story, directing readers towards important themes, and immersing them in the story's atmosphere.

 1.2.4.7. Allegory. A literary device in which abstract ideas are symbolised by characters or situations, it provides authors with a way to express complex ideas concretely. It often conveys moral or ethical lessons and is used to examine religious belief and human existence (Gibbs, 2020). Furthermore, it aids readers by providing useful insights into ethical dilemmas, spiritual inquiries, and the depths of human existence, therefore enhancing their comprehension of life's complexities. Allegory is intricately linked to more general intellectual and creative themes, serving as both a composition technique and a philosophical approach to text interpretation (Whitman, 1987). In short, allegory plays two roles, both in the structural construction of stories as well as in the deeper

philosophical implications that readers might extract from them, providing a complex and multifaceted experience.

1.2.5. Literary Styles

Readers are exposed to a wide range of artistic expressions through literature, which is full of a range of styles such as modernism, romanticism, realism, Gothic literature and surrealism are literary movements that form stories, arouse feelings, and delve into existential issues. They play a crucial role in this study, deepening students' knowledge of storytelling customs and offering insightful analysis of literature that students can further develop with the use of AI-powered tools for further in-depth analysis and interpretation.

1.2.5.1. Realism. Realism is a literary style that looks to portray life as it is. Realistic writing is typified by authors like Gustave Flaubert and Leo Tolstoy, who pay close attention to detail, develop their characters, and create believable storylines. Realism provides a literary platform by authentically capturing aspects of social life and internal dynamics (Gupta, 2017). Which allows readers to connect fully with characters and situations, offering a mirror to society that reflects human experiences and societal standards.

1.2.5.2. Romanticism. Romanticism, which frequently explores the sublime, places a strong emphasis on emotion, individualism, and the glorification of the past and nature. Some writers, like Mary Shelley and William Wordsworth, stray from pure realism by using strong emotions and vivid imagery. Romanticism, according to Curran (1986), is a movement that changed classical literary forms to stand for democratic, secular, and sceptic values that help readers by promoting critical thinking, challenging traditional beliefs, and fostering a more in-depth understanding of societal processes and personal opinions.

1.2.5.3. Modernism. A conscious break from traditional narrative forms. Modernism was shaped by the upheaval of the early 20th century. With its disjointed frameworks and omnipresent sense of disenchantment, it highlights subjectivity. Famous writers in that pattern include T.S. Eliot and Virginia Woolf, who use fragmented poetry styles and stream-of-consciousness narration.

1.2.5.4. Gothic Literature. Gothic fiction frequently takes place in haunting mansions with paranormal activities, and it incorporates aspects of terror, fear, and romanticism. Themes of disorder, degradation, and ruin are reflected in the suspense and fear evoked by writers such as Edgar Allan Poe (Punter, 1982; Williams, 1995). Furthermore, it offers readers a fascinating escape into interesting storylines that dive into the darkest parts of human nature and society, allowing for both enjoyment and awareness.

1.2.5.5. Stream of Consciousness. Created during the modernist era, the stream of consciousness shows the unbroken narrative of a character's thoughts and feelings. A good example of this writing style is *Mrs. Dalloway* by Virginia Woolf (1925), which captures the intimate and immediate aspects of human experience (Dainton, 2004). Its effectiveness lies in enhancing readers' empathy and understanding of human experiences, as well as by often examining social and political concerns, which blurs the distinction between conscious and unconscious thought (Bieber & Gooding, 2020).

1.2.5.6. Existentialist Literature. Existentialist literature explores questions of freedom, choice, and existence while emphasising the absurdity of life and the loneliness of the individual in an uncaring universe. Authors who address the meaninglessness of life include Albert Camus and Jean-Paul Sartre, who place a strong emphasis on taking personal responsibility for one's actions and creating one's own meaning (Sartre, 2007). Even more, existentialist literature can help readers by encouraging them to reflect on their own lives, accept responsibility for their deeds, and look for purpose in an otherwise chaotic and uncertain world. In the end, this fosters self-awareness and personal development.

1.2.5.7. Minimalism. The use of bare language that concentrates on surface themes and cuts extraneous details in order to reveal a potent undercurrent is a hallmark of minimalist literature. This style is exemplified by authors such as Raymond Carver, who uses succinct language and storylines that are left open-ended, allowing readers to deduce deeper meanings from what is left unsaid (Hallett, 1996). Which encourages readers to actively engage with the text in addition to getting unique perspectives from the complex elements of the story.

1.2.5.8. The Epistolary Style. The epistolary style is used to frame the tale and provide insight into the psyches of the characters and the events occurring (Schabert, 2016). Which gives readers a unique look into the inner lives of characters and lends the story an authentic feel by using letters, diaries, or other documents to tell the narrative. This strategy is used in classic examples like Mary Shelley's *Frankenstein* (1818) and Bram Stoker's *Dracula* (1897).

1.2.5.9. Satire. Satire is a literary genre that frequently addresses current political and social concerns while criticising societal vices and foolishness through the use of comedy, irony, exaggeration, or ridicule. Authors like Jonathan Swift, who exposed the absurdities of his day in his classic book, *A Modest Proposal* (1729),

1.2.5.10. Surrealism. Surrealism is a literary movement that aims to tap into the creative power of the unconscious mind. It frequently does this by combining the unexpected with illogical visuals. In pieces like *"Nadja,"* authors such as André Breton subtly combine dream and reality, questioning accepted notions and delving into the limits of the human mind.

1.2.5.11. Speculative Fiction. Science fiction, fantasy, horror, and other literary genres that delve into the imaginative and fanciful are all included in the broad category of speculative fiction. By creating fantastical settings, animals, societies, and situations, authors in this genre are able to explore subjects that are outside the bounds of reality as it exists now. Works like J.R.R. Tolkien's *The Lord of the Rings* (1954-1955) and Philip K. Dick's *Do Androids Dream of Electric Sheep?*

1.2.5.12. The Bildungsroman. The Bildungsroman, often known as the coming-of-age novel, is a (1968) are examples of the genre.literary genre that centres on the protagonist's moral and psychological development as they mature from childhood to maturity. Characters in these stories often struggle with issues of identity and meaning while navigating relationships, relationships with others, and expectations from society. Charlotte Bronte's *"Jane Eyre"* (1847) and J.D. Salinger's *"The Catcher in the Rye"* (1951) offer close-up views of people navigating puberty and the shift from childhood to maturity.

1.2.6. Methods for Analysing Literary Analysis:

Students are unable to comprehend the literary text or recognise the above elements and devices of literature in a text without employing literary analysis methods. Therefore, it is essential to address the standard methods and approaches that scholars and students usually use in order to understand a particular literary work.

1.2.6.1. Close reading. Close reading is a way of studying literature closely. It looks at things like word choice, figurative language, and how texts reference each other. By doing this, it uncovers hidden meanings and perspectives within the literature (Kelly, 2013).According to Kelly (2013) and Greenham (2018), it fosters the development of analytical skills. By minutely scrutinising its language and narrative structures, close reading heightens the enjoyment of such a text and allows for subtle interpretations by shedding light on the complications and sophistications of the language in which it is expressed (Greenham 2018). In short, close reading focuses on how words are used and how their meanings connect with the overall form of the text. This helps readers dive deep into the interpretation of the piece.

1.2.6.2. Historicism. Historicism is an approach that considers the historical context in which authors write. New historicism highlights how literature relates to history, showing that writing mirrors as well as reacts to political or cultural phenomena at any given time of its composition. In

analysing writings made during this period, scholars can discover more about the social, political, as well as cultural forces behind literary works (Kelly, 2013).

1.2.6.3. Cultural materialism. A theory looks at literature and culture through the lens of economic forces, power relations, and material circumstances (Kelly, 2013). By examining historical and material circumstances, it evaluates how societal systems influence the generation and reception of literary texts (Bertens, 2020; Saeed, 2020). It rejects humanist notions in favour of social division by searching for signs of political dissent and subversion in literature (Bertens, 2020; Saeed, 2020). In essence, this lens looks into society's soul to reveal its economic and social dynamics.

1.2.6.4. Deconstructive reading. Inspired by Jacques Derrida's theories on language exploration. This method examines binary terms and hierarchical oppositions present in texts (Kelly, 2013). In simple terms, it challenges fundamental assumptions as well as power relations that exist in speech and language. By breaking down opposing sides, we uncover complex relationships that reveal ambiguity and the fragile nature of meaning. According to Atkins (1986), deconstructive reading is a close-reading technique that highlights the various interpretations that a literary or philosophical work can have while challenging and undermining textual assumptions and structures.

1.2.6.5. Critical editing. Includes bibliographical details, linguistic features, and layout elements as the basis for the interpretation of a text's meaning (Kelly, 2013). This approach stresses the need to appreciate the nuances and intents of the text, but understand that the textual context in this case goes beyond mere printed content. By analysing such minutiae as manuscript differences and editing choices, one can discern what goals the author had in mind when writing and its historical context (Kelly, 2013). It takes reading closely, an evaluation of historical material, and the aesthetic judgement of students to use this method (Kelemen, 2011).

1.2.6.6. Distant reading. Uses visualisation techniques to analyse large amounts of information so that people get a better understanding of different trends and patterns found within literary works.

For example, graphs, maps, and trees, among others, serve as tools for representing these patterns on paper, thereby enhancing their interpretation. The concept of distant reading points towards broader intellectual perspectives and interdisciplinary approaches (Underwood 2016).

1.2.7. Student Challenges in Literature

Literature stands as a key component in the educational landscape of English as a Foreign Language (EFL) education, having profound significance in fostering linguistic proficiency, cultural understanding, and critical thinking skills among learners. In this sense, the incorporation of literary texts into EFL courses eases language learning and intellectual development. However, as Nawi and Nor (2023) argue, there are several obstacles that EFL learners might encounter as they navigate literary terrain. These challenges are usually student-related, teacher-related, and external-related domains, emphasising the difficulties associated with EFL literature teaching.

1.2.7.1. Student-Related Challenges. in English as a Foreign Language (EFL) literature learning, such as negative attitudes, low motivation, and language competency issues, hinder effective understanding of texts due to a lack of basic literary knowledge. For example, students may lack the basic knowledge of literary components like plots, characters, and settings, making it difficult for them to analyse literary texts effectively (Nawi & Nor, 2023). This, in fact, often happens due to limited exposure to literature in educational settings. In addition, advanced vocabulary, complex sentence structures, and cultural references make it difficult for EFL learners to comprehend intricate works of literature. For instance, it can be really hard to understand what old language means when reading William Shakespeare's plays or to understand the cultural context of classical novels like *Pride and Prejudice* by Jane Austen (1813).

1.2.7.2. Teacher-Related Challenges. To foster students' linguistic and cultural capabilities, teachers' ability to teach English literature is crucial (Nawi & Nor, 2023). However, limitations in teachers' fields of expertise and teaching approaches could compromise the effectiveness of literature

education. For example, poor teaching strategies, such as depending too much on didactic techniques, relying too much on straight lectures, asking only simple questions, and summarising texts, can prevent students from critically interacting with texts.

1.2.7.3. External-Related Challenges. According to Nawi and Nor (2023), external factors such as text selection have a major impact on how effective EFL literature education is. This is to say that students' comprehension and level of engagement can be significantly affected by how relevant it is to their own culture. For instance, choosing materials that are difficult for students to understand linguistically or culturally can cause dissatisfaction and disengagement. Teachers can lessen this difficulty by choosing texts in a culturally sensitive manner and including a variety of literary works that speak to the experiences and backgrounds of their students. Moreover, poor learning environments with insufficient resources and time constraints worsen these issues even more, creating significant obstacles to teaching literature.

1.2.8. ChatGPT for Literary Analysis

While it is beneficial, traditional literary analysis might take a considerable amount of time for students who have little literary experience and a language barrier. This means that students can face major obstacles in this process. As already mentioned, the process of comprehending themes, characters, and story structures can be difficult and time-consuming. However, recent advances like artificial intelligence (AI), particularly ChatGPT, have offered automated assistance and promising solutions to these challenges.

Several studies explored the potential of artificial intelligence (AI) in literary analysis, particularly its ability to interpret literary elements and devices. A very recent study by Immanuel and Gloria (2024) delves into this very question by analysing the poem "The Cost of Love" 2020 by Fiona Kezia Winston 2020 using ChatGPT, a well-known AI language model. This study provides insightful information about ChatGPT's literary interpretation methodology and the possible

advantages of combining AI with human analysis. An interesting comparison of AI and human

analysis was used as a method in the research. Nonetheless, the study by Immanuel and Gloria

(2024) showed that it was effective at recognising complex themes. The analysis demonstrates how

ChatGPT has been able to identify the poem's examination of embracing vulnerability, overcoming

imperfections, and the complexity of contemporary love (Immanuel & Gloria, 2024). This

comprehension of complex themes is consistent with ChatGPT's efficacy in identifying particular

literary devices. According to the study, ChatGPT was able to quickly recognise the poem's use of

allusions like the Chimaera and imagery like "liquid gold" (Immanuel & Gloria, 2024).

Furthermore, to gain additional insights into how AI models interpret literary devices, a brief

conversation was conducted with GPT-3.5 regarding the imagery and themes of *The Waste Land*

(1922) by T.S. Eliot. Particularly the line "I will show you fear in a handful of dust." (Eliot, line 30)
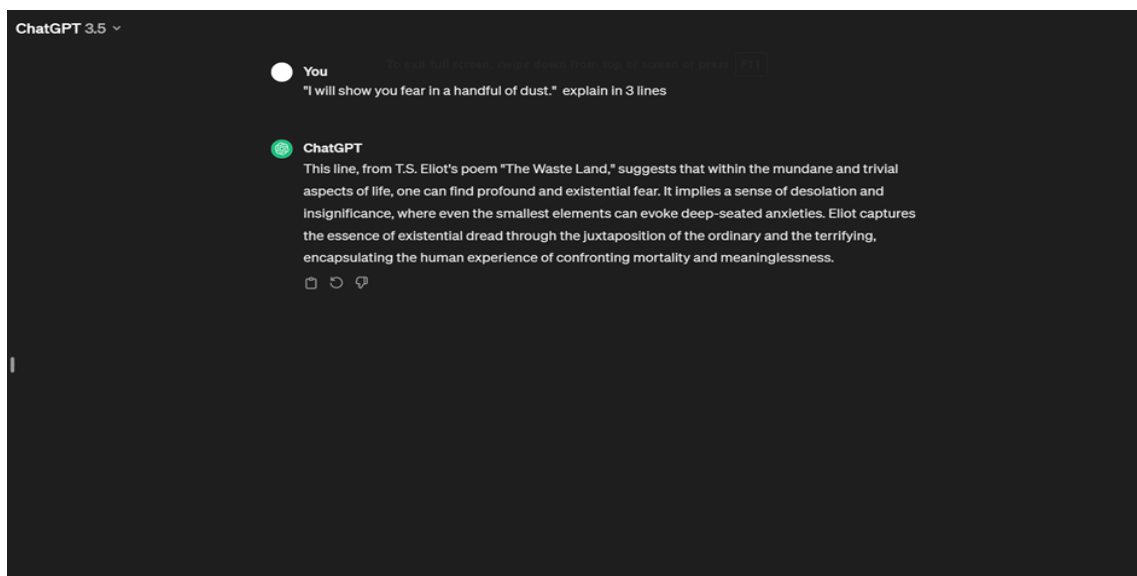

Figure 1. Screenshot of a ChatGPT 3.5 conversation.

In this conversation with GPT-3.5, the model analysed this line, expressing the speaker's sense

of despair, insignificance, and disillusionment. This helps to understand the meaning of this line in a

simple manner. At the same time, it tends to support the human interpretation of this line. This

inquiry shows how ChatGPT can be used to recognise literary devices. In this light, this example evidences Immanuel and Gloria's (2024) results regarding ChatGPT's efficiency in analysing the poem's complicated elements.

Conclusion

To conclude, literature is a fundamental component of education because it provides students with opportunities to develop cultural awareness in addition to improving their language proficiency. However, because of its complex language, unfamiliar terminology, and cultural allusions, students usually encounter significant challenges when utilising traditional literary analysis techniques such as close reading, historicism, and cultural materialism. Because of these obstacles, a poem's complexities and deeper meanings may be difficult for students to comprehend and relate to. Therefore, it becomes increasingly important to look at innovative approaches that can overcome these challenges. ChatGPT, an artificial intelligence (AI) tool, has the potential to fundamentally change literary education. These tools can help students break down complex texts, provide explanations in simpler terms, and offer interactive learning experiences that cater to individual needs. By incorporating AI technology into literacy education, students can enhance their understanding and appreciation of literature in a more accessible and engaging way.

Chapter two:Methodological Approach and Data Analysis

Introduction:

In the practical part of this research, an examination is conducted into the role of ChatGPT usage among third-year English students at the MUC. The primary objective of this study is to examine the role of this advanced language model in facilitating literary analysis.

To ensure a comprehensive understanding of this study, a mixed-method approach is adopted, combining both qualitative and quantitative research methods. Interviews are conducted with a selected group of students, providing in-depth insights into their experiences and perspectives on using ChatGPT for literary analysis. These interviews allow for an understanding of the nuances of the students' interactions with the ChatGPT, their perceived benefits, and any challenges they faced.

In addition to the interview, a questionnaire is also distributed among the students. The questionnaire is designed to gather data on a larger scale and quantify the students' usage patterns, their satisfaction levels, and the effectiveness of ChatGPT in aiding their literary analysis tasks. Furthermore, the data collected from these two methods will be analysed and discussed in the following sections, along with the description and analysis of the students questionnaire and interview. Moreover, This chapter, as mentioned before, places considerable emphasis on the possible implications as well as the limitations that have been faced during the research, along with the recommendations . providing a holistic view of the role of ChatGPT in literary analysis among students at the MUC.

2.1. Section one

2.1.1. The Students' Questionnaire

   2.1.1.1. Davis' (1989) Technology Acceptance Model (TAM). This questionnaire relies on Davis' (1989) Technology Acceptance Model (TAM), which is a widely validated model for understanding and predicting user acceptance of technologies. The model posits that a user's intention to use a technology, such as ChatGPT for literary analysis, depends on two important factors: perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which a user believes that using the technology will enhance their performance, while perceived ease of use refers to the degree to which a user believes that using the technology will be free of effort. In addition, the model suggests that a person's plan or decision to use a technology, known as behavioural intention, is influenced by how useful and easy to use they find it. In this context, the more third-year English students perceive ChatGPT to be useful, easy to use, and effective for literary analysis, the more likely they are to develop a strong behavioural intention to use it, and thus, the more likely they are to actually use it.
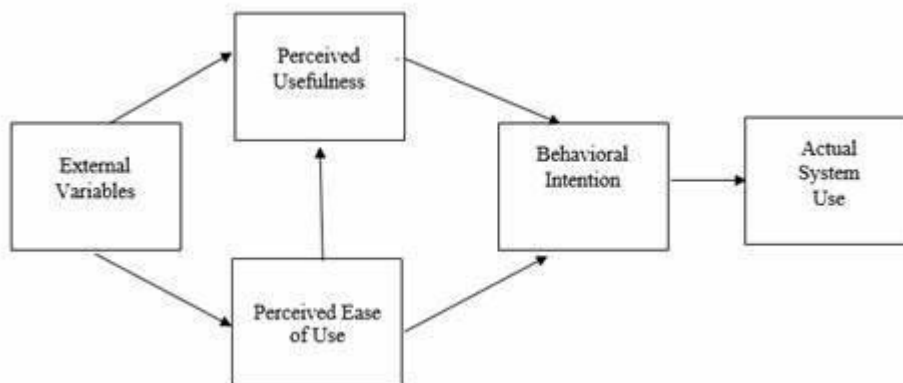
Figure 2. Technology Acceptance Model 1 (TAM1) (Venkatesh & Davis, 1996, p. 453)

   2.1.1.2.Description of the Students' Questionnaire. The questionnaire was designed for third-year students as a comprehensive tool to find out whether third year students of Abdelhafid Boussouf Mila University Centre use ChatGPT and how they specifically use it for literary analysis. It has been composed of 20 questions and carefully divided into four sections.

To start with, the first section of the questionnaire aimed to find out how well and comfortably the students knew ChatGPT. This section tried to determine whether or not they have used ChatGPT for literature analysis before and, if they did, how frequently. Furthermore, the second section aimed at asking how easy students think it is to use ChatGPT. This section inquired about the ease of integration of ChatGPT, how easy it was to get into its features, and how quickly ChatGPT was able to provide the requested analysis. It asked about the clarity of the answers provided by ChatGPT, and it sought to know how easy it was for users to learn using ChatGPT. Moreover, it asked about the usefulness of the literary analysis style provided by ChatGPT. Finally, it inquired about the level of confidence users had while using ChatGPT.

The third section aimed to look into the perceived usefulness of ChatGPT for literary analysis. This section examined how ChatGPT enhances comprehension of literary texts, assists in interpretation and critical analysis, provides valuable insights, facilitates the discovery of new perspectives, and encourages meaningful conversations. It aimed to understand the practical benefits and applications of ChatGPT in the domain of literary analysis

Lastly, the final section focused on the students' behavioural intentions towards the continued use of ChatGPT for literary analysis. It explored their motivation to incorporate it into their regular practices, its alignment with their academic goals, and its potential to revolutionise their approach to literary analysis. This section aimed to predict future usage patterns for ChatGPT.

The questionnaire concludes with an open-ended question where students can add any other comments or ideas they may have about the use of ChatGPT. This will give a complete view of their experience using ChatGPT for literary analysis. This holistic approach ensured that all points of view were fully understood from every student's perspective. The questionnaire was designed to be valid and reliable at all times.

2.1.1.3. Administration of the Students' Questionnaire. To ensure the collection of essential data, a questionnaire was presented to the students via Google Forms. 137 questionnaires were received and selected out of the total population of 205 third year students.

2.1.1.4. Analysis of the Students' Questionnaire.

2.1.1.4.1. Section 1: Awareness and Familiarity
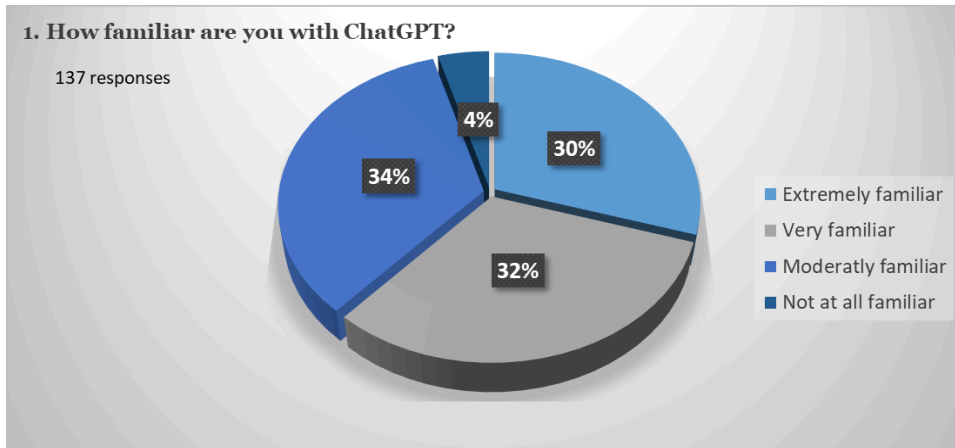
figure 3. Familiarity with ChatGPT Among Students

The aim of this question is to assess the overall familiarity of the respondents with ChatGPT. As shown in the pie chart above, a small percentage of the respondents, (4.4%), are not at all familiar with ChatGPT. On the other hand, a significant number of participants, (35%), are moderately familiar with ChatGPT. Furthermore, (32.8%) of the respondents are very familiar, and the remaining (30.7%) are extremely familiar with ChatGPT. The data indicates a substantial level of familiarity with ChatGPT among the respondents, with 98.5% having some degree of familiarity. This suggests that ChatGPT is widely known and used among the participants. The high level of familiarity implies a potential acceptance of ChatGPT in academic settings, particularly for literary analysis. However, a small percentage (4.4%) are not familiar with ChatGPT, indicating a need for further exposure. This data provides a basis for exploring the specific uses and benefits of ChatGPT in students' studies.
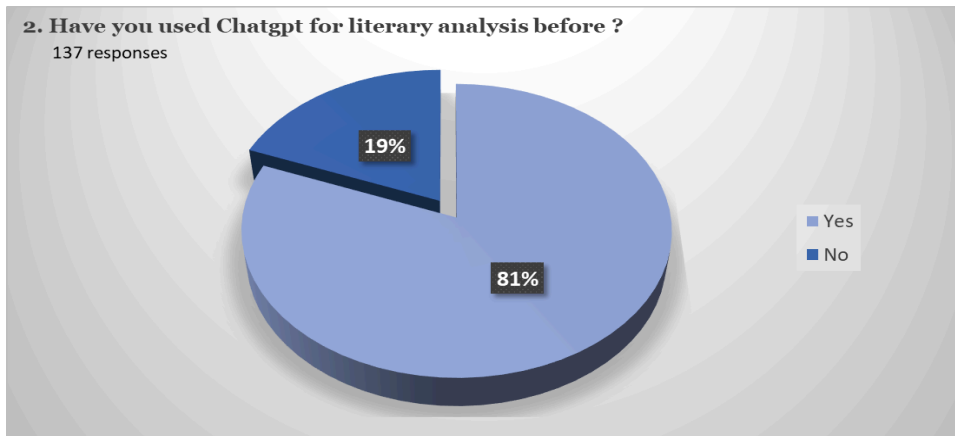
figure 4. Usage of ChatGPT for Literary Analysis Among Students

The purpose of this question is to determine how many respondents have used ChatGPT for literary analysis. In the chart above, a significant majority of the respondents, (81%), have used ChatGPT for literary analysis before. Conversely, a smaller portion of the participants, (19%), have not used ChatGPT for such a purpose. This data indicates that while some respondents have not experienced using ChatGPT for literary analysis, the fact that a significant majority of the respondents, that is, (81%), have used ChatGPT for literary analysis suggests that this tool is being recognised and utilised in academic settings. This high percentage could be indicative of the tool's effectiveness in aiding students with their literary analysis, as it can also be said to reflect the growing recognition of integrating AI tools into Education.
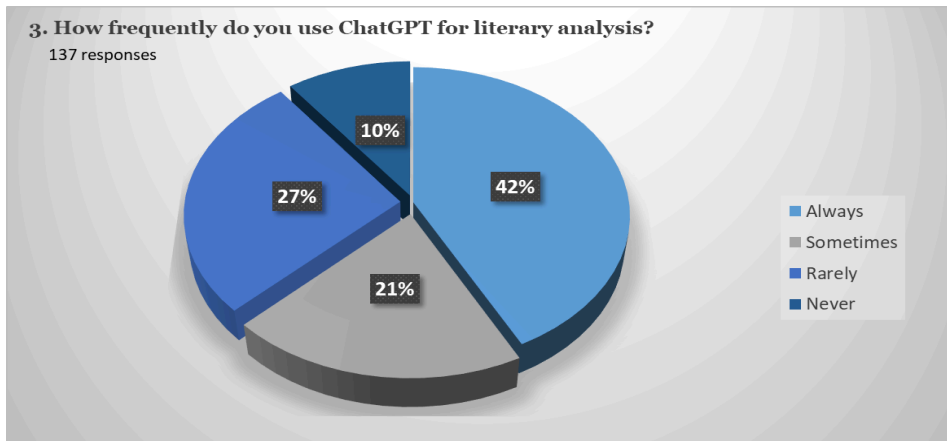
figure 5. Frequency of Using ChatGPT for Literary Analysis Among Students

The objective of this question is to explore the various frequencies at which respondents use ChatGPT for literary analysis. As shown in the pie chart, the frequency of using ChatGPT for literary analysis varies among the respondents. A significant number of participants, (42.3%), sometimes used ChatGPT for literary analysis. On the other hand, (27%) of the respondents have always used it for such purposes. A smaller group of participants, (20.4%), rarely used ChatGPT for literary analysis, and the remaining (10.2%) never used ChatGPT for this purpose. This data indicates a diverse range of usage frequencies among the respondents. However, the high frequency of usage indicates a strong reliance on the tool, implying that these students perceive it as highly efficacious and fundamental to their literary analysis.

2.1.1.4.2. Section 2: Perceived Ease of Using ChaGPT
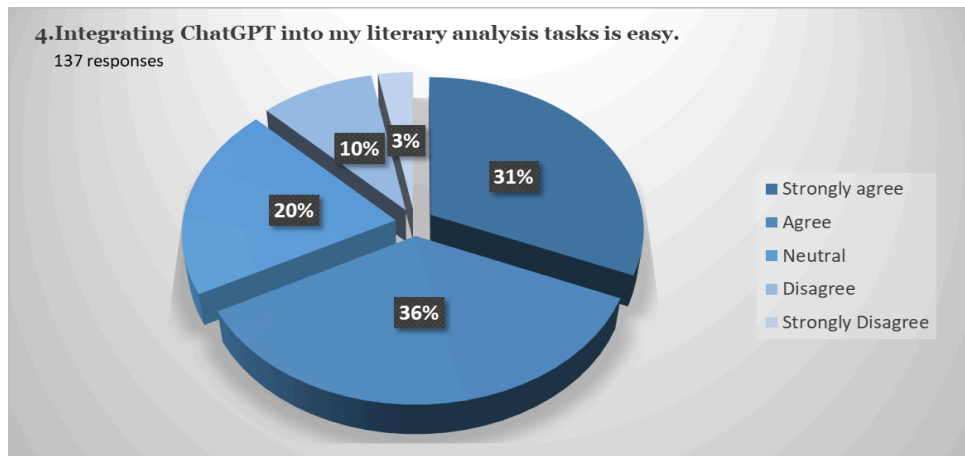
figure 6. Perceived Ease of Integrating ChatGPT into Literary Analysis Tasks Among Students

The intent of this question is to assess respondents' perceptions of the ease of integrating ChatGPT into literary analysis tasks. As shown in the obtained data, a significant majority of participants, (35.8%), agreed that it was easy, while (31.4%) strongly agreed. On the other hand, (20.4%) of the respondents are neutral about this statement, which indicates uncertainty or a lack of sufficient experience with the tool to form a definitive opinion. A smaller group of participants, (9.5%), disagreed, and the remaining (2.9%) strongly disagreed. However, the data indicates a generally positive perception of the ease of integrating ChatGPT into literary analysis tasks among the respondents, which suggests that ChatGPT is seen as a user-friendly tool that can be easily incorporated into academic work, particularly in the field of literary analysis.
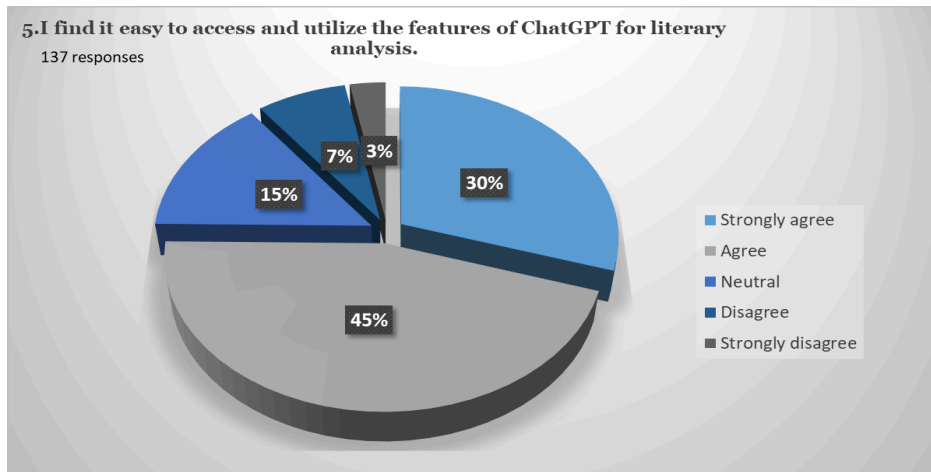
figure 7. Student Perceptions on ChatGPT Feature Usability

The focus of this question is to evaluate how respondents perceive the accessibility and usability of ChatGPT for literary analysis tasks. The chart above presents a variety of responses to the statement regarding the ease of access and utilisation of ChatGPT's features for literary analysis. A large group of (45.3%) strongly agreed with the statement, while a slightly smaller group, (29.9%), simply agreed, and (14.6%) of the respondents remained neutral. A minority of participants, (7.3%), disagreed, while (2.9%) strongly disagreed. This data suggests that a majority of the respondents find ChatGPT to be user-friendly and easily accessible, which is a positive indication of its usability in academic settings.
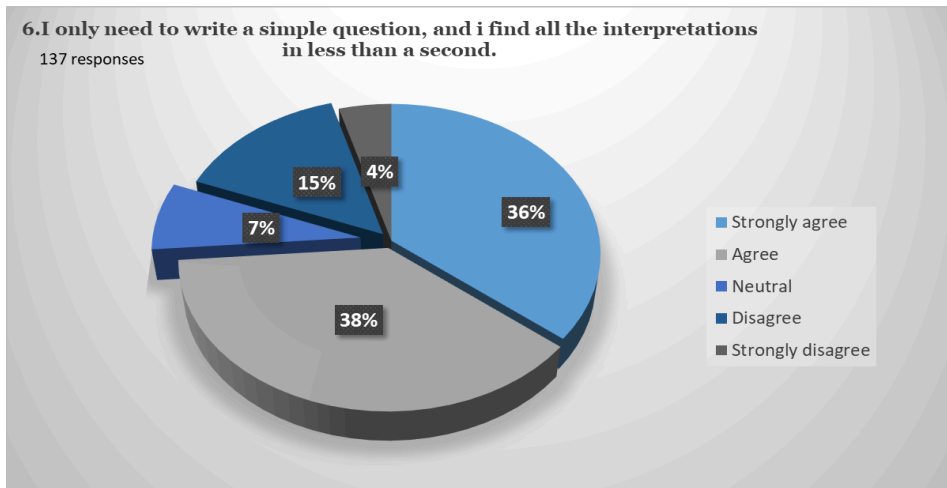
figure 8. ChatGPT's speed in Interpreting Questions

This inquiry seeks to assess respondents' perceptions of the speed and efficiency of using ChatGPT for literary analysis tasks. The obtained data shows that respondents expressed varying levels of agreement a significant group, (38%), agreed with the statement, while (35.8%) strongly agreed. Meanwhile, (14.6%) of the respondents disagreed. The remaining respondents either strongly disagreed (4.4%) or were neutral (7.3%). This data suggests a mixed response regarding the speed and efficiency of using ChatGPT for literary analysis tasks. However, a majority of the respondents find ChatGPT to be a time-saving and efficient tool for their literary analysis.
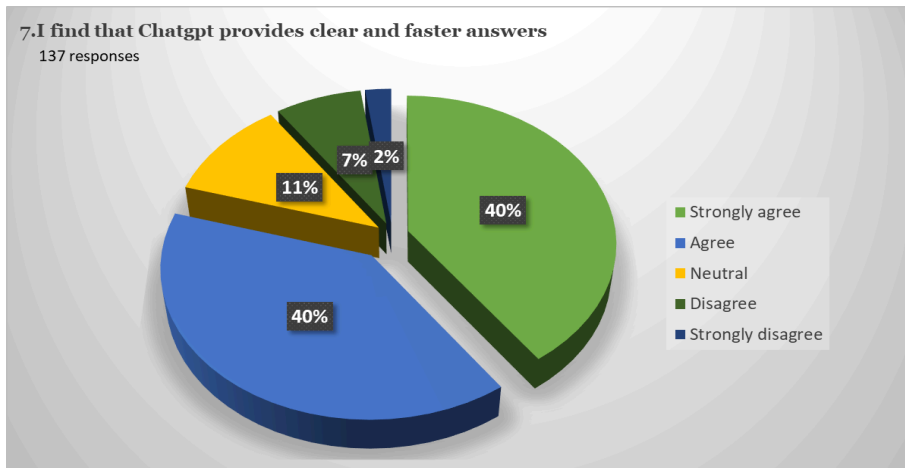
figure 9. Clarity and efficiency of ChatGPT Answers

The main purpose of this question is to see whether ChatGPT provides clear and faster answers. Respondents expressed varying levels of answers. A significant majority of students, 55 (40.1%), strongly agreed with the statement, while (39.4%) simply agreed. Meanwhile, 15 (10.9%) of the respondents were neutral. A minority of participants either disagreed (7.3%) or strongly disagreed (2.2%). The high percentages of participants strongly agreeing or agreeing suggest a prevailing perception among respondents that ChatGPT delivers clear and prompt responses, underscoring ChatGPT efficacy.
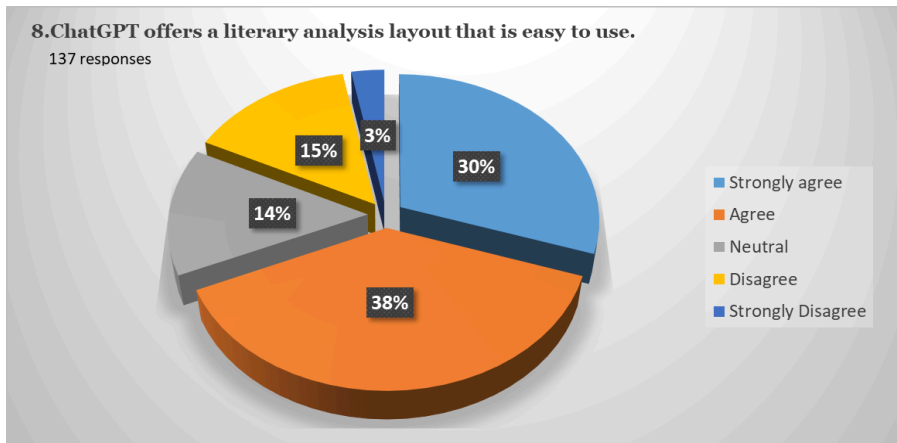
figure 10. Usability of ChatGPT's Literary Analysis Layout

This inquiry seeks to identify whether or not students think that using ChatGPT is easy Participants expressed varying levels of agreement with the statement, "ChatGPT offers a literary analysis layout that is easy to use." In response to this question, A significant majority of students, (38%), agreed with the statement, while (29.9%) strongly agreed. In contrast, (14.6%) of the participants disagreed. A minority of the survey respondents were neutral, (13.9%), while the rest strongly disagreed, (3.6%). Even though the responses were mixed, the fact that most of the people who answered agreed or strongly agreed that ChatGPT has an easy-to-use literary analysis layout, which highlights how accessible the tool is thought to be.
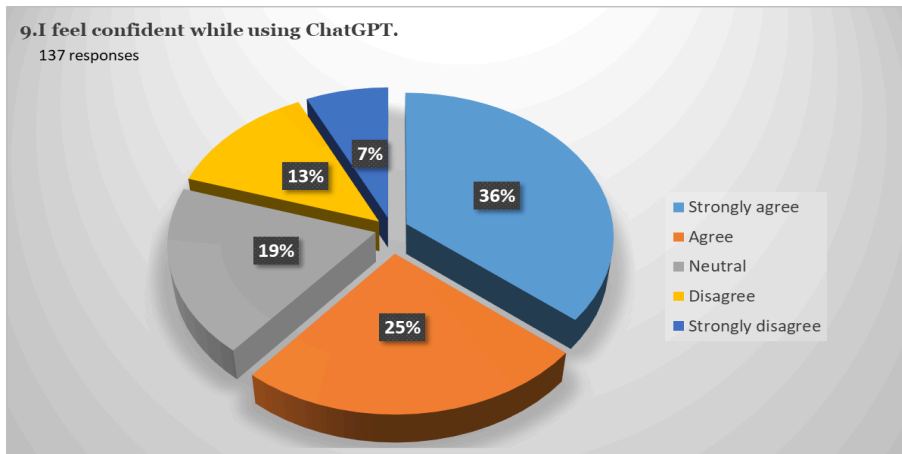
figure 11. Confidence in Using ChatGPT for Literary Analysis

The question's aim to gather information about respondents' confidence levels while using ChatGPT for literary analysis tasks is to understand the participants' self-assurance and comfort in utilising the tool for literary analysis. As seen in this chart, participants expressed varying levels of confidence while using ChatGPT for literary analysis tasks. A significant group, (35.8%), strongly agreed that they feel confident, while (24.8%) simply agreed. Meanwhile, (19%) of the participants were neutral. A minority of the survey takers either disagreed (13.1%) or strongly disagreed (7.3%). This data suggests a mixed level of confidence among the survey takers when it comes to using ChatGPT for literary analysis tasks.

2.1.1.4.3. Section 3: Perceived Usefulness.
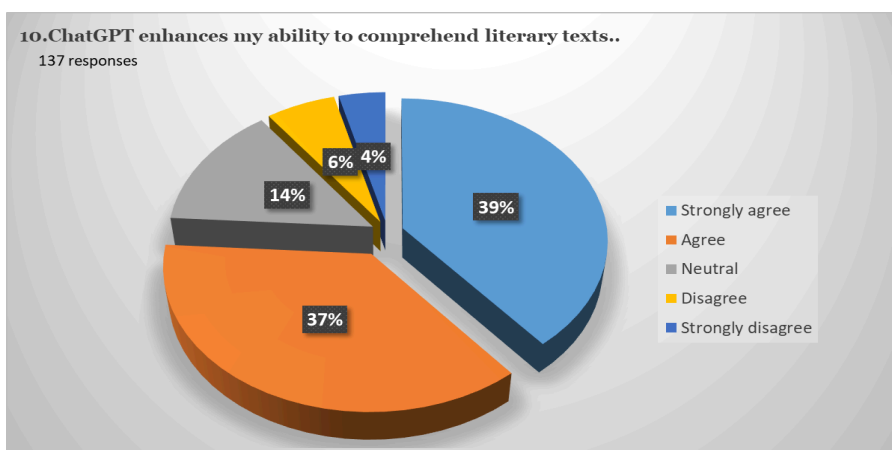
figure 12. ChatGPT's role in Comprehending Literary Texts

The question rather investigates students' perceptions towards the use of ChatGPT to enhance their understanding and comprehension of literary texts. In the chart above, A significant group, (39.4%), strongly agreed with the statement, while (37.2%) simply agreed. Meanwhile, (13.9%) of the survey respondents remained neutral. A minority of the participants either disagreed (5.8%) or strongly disagreed (3.6%). This data suggests that most questionnaire participants find that ChatGPT enhances their ability to comprehend literary texts. In this sense, the data highlights the tool's positive impact on participants' comprehension abilities.
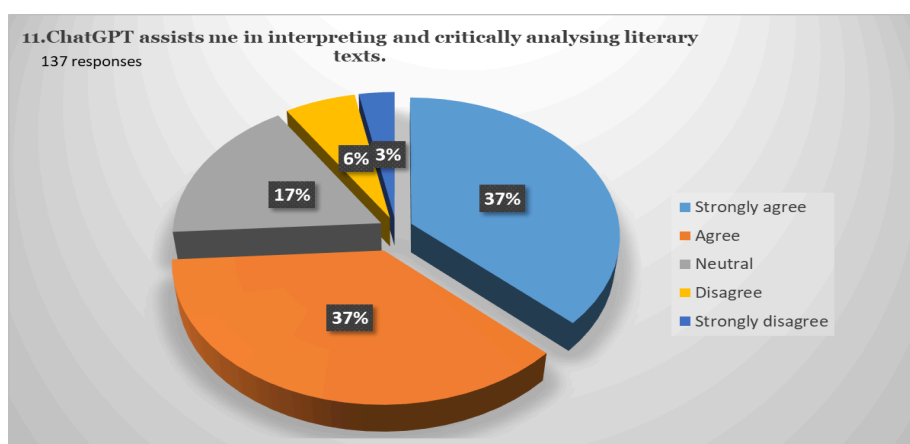
figure 13. ChatGPT's Aid in Personal Literary Interpretations

The purpose of this question is to see whether students think or find that ChatGPT is beneficial and aids them in analysing literary works. In the chart, participants expressed varying levels of agreement with the statement. A significant majority of participants, (37.2%), strongly agreed with the statement, while an equal percentage simply agreed. Meanwhile, (17.5%) of respondents were neutral. A minority of the participants, either (5.8%) disagreed or (2.2%) strongly disagreed. This data suggests that most participants find that ChatGPT assists them in interpreting and critically analysing literary works. In essence, the high levels of agreement indicate that participants value the tool's contribution to their analytical processes.
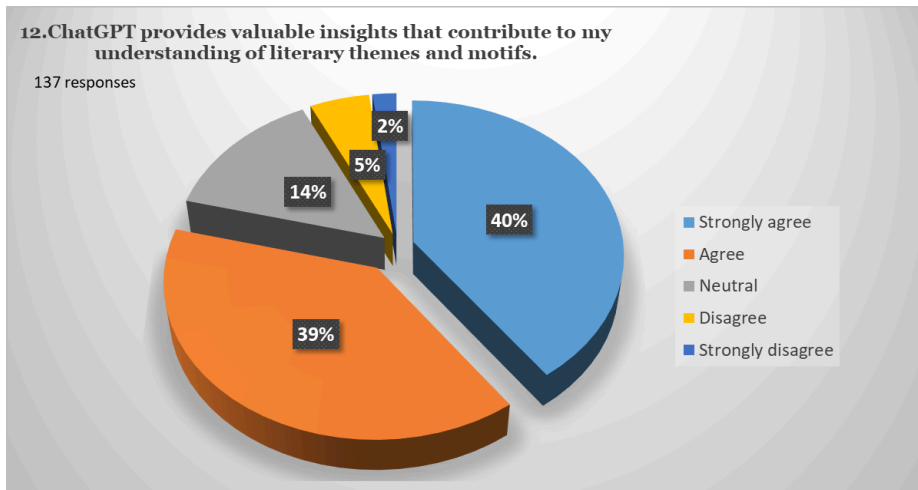
figure 14. ChatGPT's Contribution to Understanding Literary Themes

The aim of this question is to determine participants' perceptions of the insights provided by ChatGPT in relation to literary themes and motifs. In the above chart, a significant majority of learners, (40.1%), simply agreed with the statement, while (39.4%) strongly agreed. Meanwhile, (13.9%) of the participants were neutral. In contrast, a minority of the participants either disagreed (4.4%) or strongly disagreed (2.2%). This data suggests that most participants find that ChatGPT provides valuable insights that contribute to their understanding of literary themes and motifs.
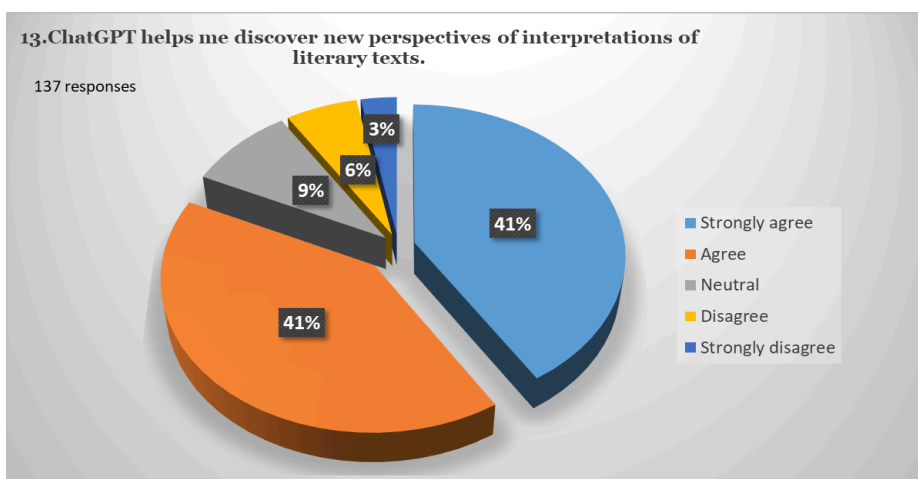
figure 15. ChatGPT's Role in Discovering New Literary Perspectives

The main purpose of this question is to see whether participants feel that ChatGPT helps them discover new perspectives or interpretations of literary works. A significant group of students, (40.9%), strongly agreed with the statement, while an equal percentage simply agreed, and (9.5%) of the participants were neutral. In contrast, a minority of the participants either disagreed with (5.8%) or strongly disagreed with (2.9%). In this regard, the responses indicate that a majority of participants find that ChatGPT assists them in discovering new perspectives or interpretations of literary works. The data highlights the tool's role in expanding participants' horizons and enriching their analytical approaches.
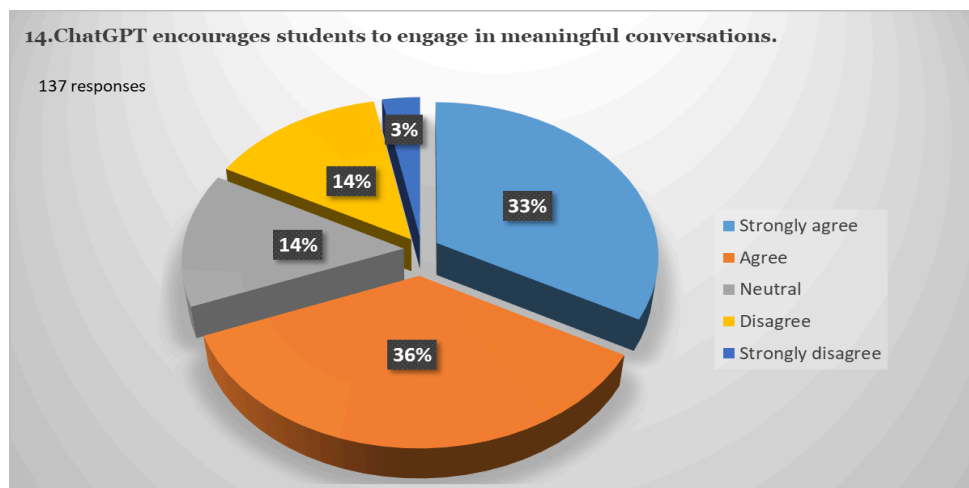
figure 16. ChatGPT's Role in Fostering Meaningful Conversations with ChatGPT

This question seeks to determine participants' perceptions of ChatGPT's capacity to foster meaningful discussions among students. A significant group of (35.8%) strongly agreed with the statement. In addition, (33.6%) of the participants strongly agreed, while (13.9%) of participants remained neutral. A minority of the participants either disagreed (14.6%) or strongly disagreed (2.2%). This data suggests that most participants find that ChatGPT encourages them to engage in meaningful conversations. The majority of participants believe that ChatGPT encourages them to engage in meaningful conversations, highlighting its role in stimulating dialogue and interaction with students. The positive responses indicate the tool's efficacy in promoting engagement and discussion

2.1.1.4.4. Section 4: Behavioural Intentions,
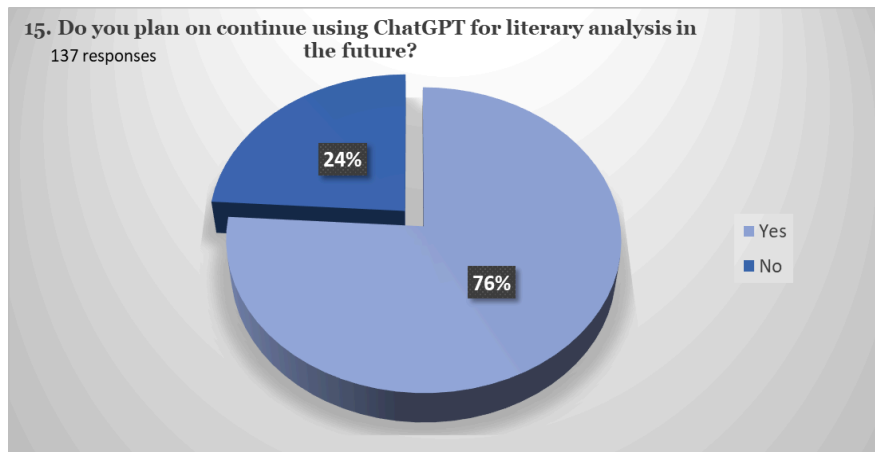
figure 17. Future Use of ChatGPT for Literary Analysis

This statement aims to understand participants' behavioural intentions regarding the continued use of ChatGPT for literary analysis. In this chart, a large majority of the survey participants, (75.9%), plan to continue using ChatGPT for literary analysis in the future. Conversely, a smaller group, (24.1%), do not plan to continue using it for this purpose. This data shows a majority of students expressing their commitment to continue using the tool. This suggests that participants perceive ChatGPT as a valuable assistant in their literary analysis tasks, which aligns with their preferences and needs.
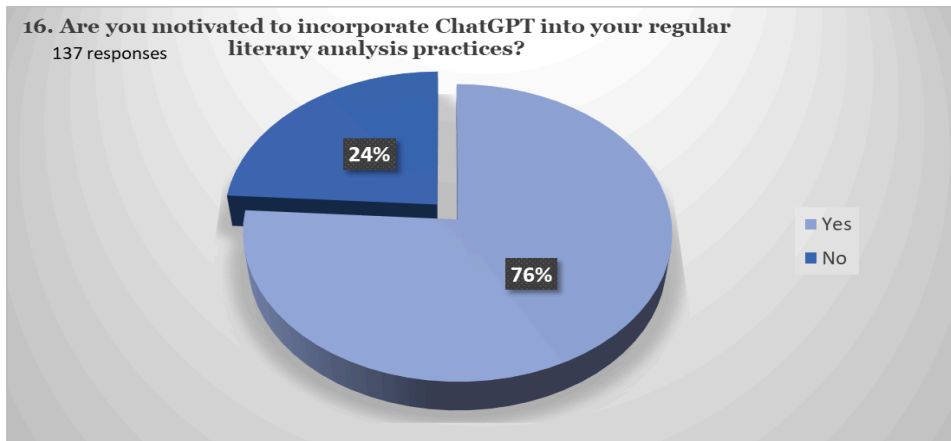
figure 18. motivation to incorporate ChatGPT in literary analysis

The aim of this question is to explore participants' motivations for incorporating ChatGPT into their regular literary practices. The obtained data show that a large majority of the participants, (76.6%), are motivated to incorporate ChatGPT into their regular literary practices. On the other hand, a smaller group, (23.4%), do not share this motivation. The high level of motivation among participants to incorporate ChatGPT into their regular literary practices signifies the tool's perceived value in enhancing their analytical processes of literary texts either poetry or prose . The data suggests that participants acknowledge the benefits of ChatGPT and are keen on leveraging its capabilities for their literary pursuits.
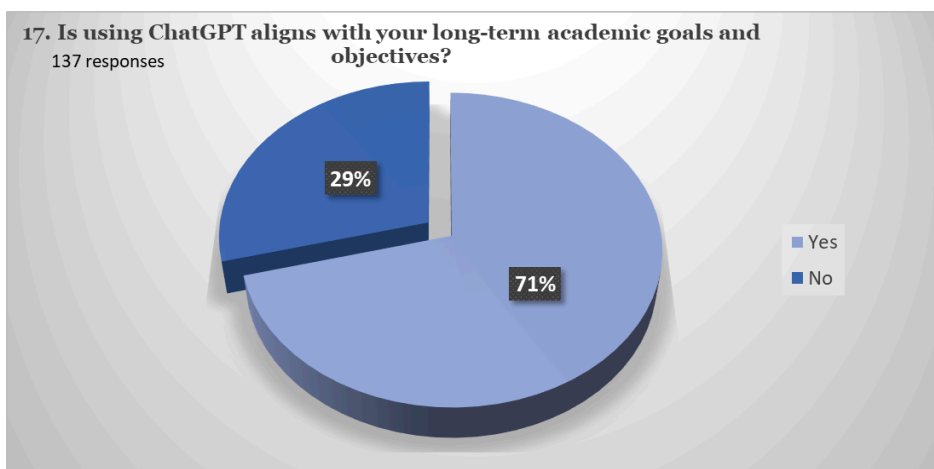
figure 19. Alignment of ChatGPT Use with Long-Term Academic Goals

The purpose of this statement is to see whether the use of ChatGPT aligns with the students long-term academic goals and objectives. In the above chart, a large majority of the survey participants, (70.8%), believe that using ChatGPT aligns with their academic goals. Conversely, a smaller group, (29.2%), do not believe that using ChatGPT aligns with their academic goals. The high percentage of participants linking ChatGPT usage with their academic goals denotes the perceived utility of the tool in enhancing academic engagement and achievement. Participants view ChatGPT as a beneficial resource that complements and supports their educational objectives.
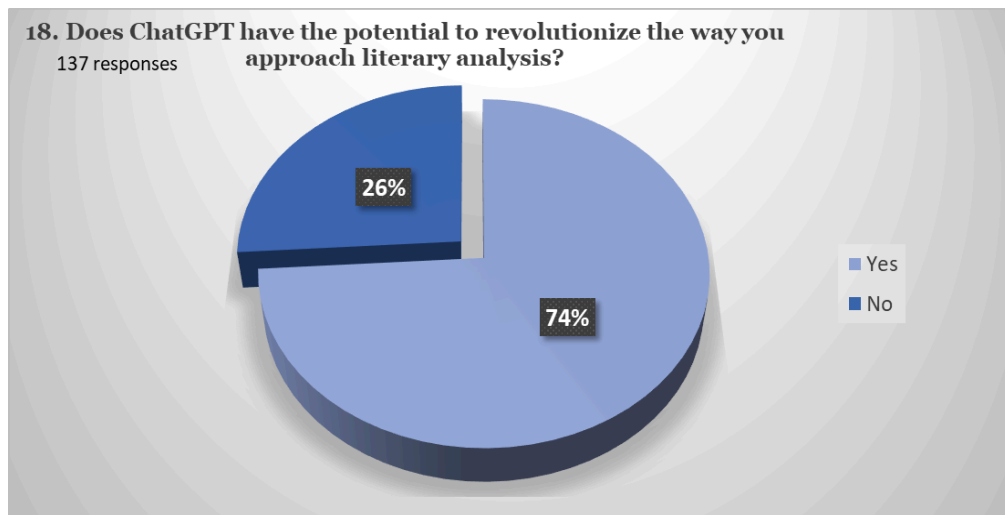
figure 20. ChatGPT's Potential to Revolutionise Literary Analysis

The aim of this question is to examine participants' perspectives on the potential of ChatGPT to revolutionise their approach to literary analysis, meaning whether it has the potential to transform the classic methods of literary analysis. A large majority of the participants, (73.7%), believe that using ChatGPT has the potential to revolutionise the way they approach literary analysis. Conversely, a smaller group, (26.3%), do not believe otherwise. The significant percentage of participants acknowledging the transformative potential of ChatGPT indicates the tool's perceived impact on reshaping their approaches to literary analysis.

20.Please share any additional comments or suggestions you have regarding your overall experience with using ChatGPT for literary analysis

In this last question, students are asked if they have any additional comments or suggestions regarding their overall experience with using ChatGPT for literary analysis. They offered several comments and suggestions that can contribute to the effectiveness of ChatGPT for literary analysis Feedback from students indicated a significant amount of favourable opinion. Numerous students seemed to agree on one common aspect, which revolves around the fact that it helped them understand the literary forms included in their syllabus, such as poetry and fiction. ChatGPT's ability to provide a variety of perspectives and interpretations for literature is one of its most valued qualities, as it enhances users' analytical text exploration. It can be seen that ChatGPT has made it possible for students to go beyond the superficial understanding of a piece of literature by offering a variety of perspectives. Another aspect students highlighted is the number of advantages to utilising ChatGPT for literary analysis. For instance, many valued the AI tool's capacity to provide a variety of viewpoints and interpretations, which enhanced their examination of texts analytically. They also discovered that ChatGPT was a time-saving tool since it helped them with idea generation, text summarisation, and the simplification of difficult topics, which simplified their study process and allowed them to cover a wider range of content.

On the other hand, some students had doubts about ChatGPT's accuracy and reliability when studying literary works. They mentioned occasions in which the analyses that were produced by ChatGPT were found to be inaccurate. Moreover, there have been concerns expressed about potential negative impacts on creativity and critical thinking, as well as the possibility that relying too much on ChatGPT could result in plagiarism and hinder the growth of autonomous analysis abilities.

Although students acknowledged some negative aspects, they still emphasised the importance of using ChatGPT judiciously and complementing its analysis with independent critical thinking skills. They recommended that ChatGPT be viewed as a supplementary tool rather than a definitive solution or primary source for literary analysis, advocating for a balanced approach that integrates AI assistance with individual analytical capabilities. Even though students pinpointed the benefits of using ChatGPT for enhanced understanding and different perspectives, they stressed the importance of maintaining a discerning eye and verifying information obtained from ChatGPT.

To sum up, the responses of students offered a nuanced view of ChatGPT's usefulness and benefit for literary analysis. Students acknowledged that technology could improve their reading comprehension and increase their engagement with literature. They also emphasised the need for control, ongoing skill development, and a balanced integration of ChatGPT within literary analysis.

2.1.1.5. Discussion of the Findings. The analysis of the students' questionnaire provided an opportunity to gain valuable insights into the role of ChatGPT usage among third year students at Abdelhafid Boussouf Mila University Centre for literary analysis. It aimed to explore whether these students are familiar with the AI tool of ChatGPT and whether they use it for the purpose of analysing literary texts that are included in their university syllabus of literature. In this study, a sample of 137 students was examined based on their use of ChatGPT for literary analysis.

The first section of the questionnaire aimed to assess students' awareness and familiarity with ChatGPT as a tool for literary analysis. In addition, it intended to understand how well students are acquainted with ChatGPT, as well as whether they have used it in an academic setting. The data derived from the questionnaire indicated a pronounced level of awareness and familiarity with ChatGPT among the study participants. The vast majority of respondents

reported varying degrees of familiarity, with a significant fraction using ChatGPT for academic purposes, specifically for literary analysis. This high degree of familiarity therefore implied the integration of advanced technological tools in educational settings, reflecting an adaptive behaviour towards new educational technologies among students. Furthermore, the regular usage reported by many respondents highlighted ChatGPT's perceived utility and effectiveness in facilitating literary tasks. It is important to note, however, that a minority remained less familiar with the tool. The overall data results obtained from this section suggest a potential area for educational engagement and technology integration support.

Furthermore, the second section aimed to determine whether students find ChatGPT easy to use and how seamlessly they can integrate it into their literary analysis tasks. The respondents' perceptions of its easy use were positive, with a majority finding ChatGPT easy to integrate and use for literary analysis tasks. These findings suggested that ChatGPT is perceived as an accessible and user-friendly technology that can even act as a motivating factor that enhances students' understanding of challenging literary texts. However, the data also revealed a diversity of opinions regarding the speed and efficiency of ChatGPT, indicating room for enhancement in its performance and user interface. The tool's level of satisfaction varies among users. The diversity emphasised how crucial it is to make constant improvements in order to meet student needs and offer the best possible user experience.

Moreover, the third section aimed to explore students' views on the usefulness of ChatGPT for literary analysis. Respondents overwhelmingly recognised the value of ChatGPT in deepening their understanding of literary texts. This recognition is evidenced by the high levels of agreement on statements regarding ChatGPT's insights into literary themes and its ability to expose them to new perspectives and interpretations. Such findings reflected the substantial impact of ChatGPT on learning outcomes, particularly in improving comprehension

and critical analysis skills. The tool's capacity to foster meaningful discussions and introduce innovative analytical perspectives appears to be a significant factor in its high valuation by the respondents.

The fourth section aimed to understand students' intentions regarding continued use of ChatGPT. The intention to continue utilising ChatGPT in the future, as expressed by the respondents, is notably strong, with a clear majority planning to sustain or increase their engagement with the tool for literary analysis. This suggested a solidified reliance on ChatGPT as an integral component of the students' academic practices that can go hand in hand with their educational aspirations and goals. Furthermore, the willingness to use ChatGPT regularly for literary studies showed that students see it as a tool that fits well with their long-term academic plans. This highlighted the potential of ChatGPT to bring about significant changes in the way traditional literary analysis is conducted.

Overall, the feedback from participants provided a nuanced understanding of ChatGPT's role in literary studies. While the tool is lauded for its contributions to expanding analytical horizons and simplifying complex literary texts, there were valid concerns regarding its reliability and the potential stifling of creative and critical thinking skills. The apprehensions about accuracy and over-reliance on automated analysis highlighted the need for a balanced approach to technology use in educational settings. Students recommended judicious use of ChatGPT, suggesting that it should complement rather than replace traditional learning methods and critical engagement.

It is significant to pinpoint that "The Technology Acceptance Model" (TAM) effectively guided the study by providing a structured framework to assess the factors influencing students' acceptance and use of ChatGPT. By focusing on perceived ease of use and perceived usefulness, TAM helped to identify the key aspects that determine students' willingness to adopt and

continue using ChatGPT. Furthermore. The model's emphasis on these core factors allowed for a targeted investigation into students' interactions with ChatGPT, ensuring that the study's aims and research questions were thoroughly addressed. Moreover, the use of TAM has been instrumental in achieving the study's objectives, offering insights into the pedagogical benefits and ethical considerations of AI tools in literary analysis and informing stakeholders about the implications of incorporating such technologies into literary studies curricula.

In summary, the research affirmed ChatGPT's efficacy and significance in literary analysis for third year students of Abdelhafid Boussouf Mila University Centre while underlining the necessity of being careful in its utilisation. The use of TAM has provided a clear direction for the research, enabling a comprehensive understanding of ChatGPT's role and its acceptance among students in the context of literary analysis.

2.2. Section two:

2.2.1. Students Interview

2.2.1.1. Description of the Student's Interview. This interview consisted of 18 questions. It was structured to collect third-year students' experiences and perspectives regarding the use of ChatGPT for literary analysis. It aimed to comprehend ChatGPT's role in students' academic activities, particularly in literary analysis tasks.

The interview covered a wide range of questions, from the first exposure to ChatGPT for literary analysis schoolwork to the frequency of use, integration process, accessibility, and usefulness of features in literary analysis tasks. Participants were asked about their strategies for using ChatGPT to examine texts, its role in enhancing their understanding of literary works, and its aid in interpreting and critically analysing literary pieces. The interview also aimed to investigate instances where ChatGPT offered valuable insights for students and helped them uncover new viewpoints and interpretations, as well as the way it stimulated meaningful discussions among students on literary analysis subjects. Participants were asked if they compared the analysis generated by ChatGPT with their own analysis or their peers' or teachers' work and whether it allowed them to discuss new literary interpretations. The interview also addressed challenges encountered by students while using this AI tool. Moreover, during the interview, participants provided suggestions for improving ChatGPT. They also discussed their experiences, highlighting what they liked and disliked about the tool. Furthermore, they shared their willingness to incorporate ChatGPT into their regular literary analysis practices. Furthermore, the interview examined the potential influence of ChatGPT on altering how people

analyse literary texts and whether the participants would recommend ChatGPT to others studying literature, providing reasons for their recommendations.

 2.2.1.2. Administration of the Interview. The interview was in-person with third-year students at MUC. Eight participants were selected randomly, and their responses were recorded to ensure accuracy in the data collection process. This interview approach was helpful in collecting precise and comprehensive data from the participants.

 2.2.1.3. Analysis of the Students' Interview. The interview conducted provides valuable insights into the experiences and perceptions of students who use ChatGPT for literary analysis. In this study, the method of thematic analysis was used to analyse the interview data. Thematic analysis is a widely-used qualitative research method that involves identifying, analysing, and reporting patterns (themes) within data (Braun & Clarke, 2006). This method helped find and discuss common themes or topics that arise from the interviews conducted. First, participants' recordings were carefully transcripted. After that, descriptive labels or codes have been assigned to small sections of the data that capture important ideas, concepts, or patterns. Then, the list of codes was expanded based on the emerging themes. Finally, related codes were grouped together to identify broader themes. After finalising the coding and thematic structure, findings were interpreted within the broader context of the research questions. As a result, six main themes emerged from the interviews about the idea of using ChatGPT for literary analysis. These themes are: 'Ease of Use and Accessibility', 'Comprehension-Enhanced Critical Analysis', 'Impact on Discussions', and 'Learning and Exploration', 'Satisfaction, Motivation, and Recommendation', 'Limitations and Challenges' These themes helped understand how students feel about using ChatGPT.

 2.2.1.3.1. Ease of use and accessibility. One important theme that emerged from the interview is how easy and widely accessible ChatGPT is for many people to use. Participant 1's

comments, *"I started using ChatGPT for schoolwork by asking questions about books I was studying,"* This shows how easy it is to integrate ChatGPT into academic tasks. Similarly, Participant 4's remarks, *"I used ChatGPT as a shortcut to answer those essays and get good marks,"* This highlights how easy it is to use its effectiveness in enhancing and improving academic performance. Furthermore, Participant 7's shared, *"It is so much easier; you can have the full explanation or analysis of any literature in less than five minutes."* In short, this highlights ChatGPT's accessibility and speed in providing comprehensive literary analysis in a short amount of time, emphasising its efficiency. Moreover, Participant 1 mentioned, *"It's pretty easy to use... by the way, I just type what I want to know, and it gives me answers pretty easily,"* which further demonstrates the tool's ease of use. Additionally, Participant 8 shared, *"It is so fast, and sometimes it gives me the exact answer I want."* In a nutshell, this proves that the tool is fast and accurate. Because it is easy to find, this accessibility enables quick retrieval of literary analysis, making ChatGPT a valuable resource for students seeking immediate clarity and insight. Overall, the accessibility of ChatGPT enables students to swiftly retrieve literary insights and critical interpretations of different literary forms, making it a valuable resource for immediate clarity and understanding.

2.2.1.3.2. Comprehension-Enhanced Critical Analysis. Another notable theme emerging from the participants' responses is ChatGPT's role in improving understanding and comprehension of literary materials. Participant 5 emphasised, *"ChatGPT assisted me in interpreting and critically analysing these literary texts by providing detailed analysis that I can use to inform my own interpretation."* This statement highlights the way in which ChatGPT contributes to a deeper comprehension of literary works by offering insightful analyses and interpretations of novels, poems and plays. In a similar vein, Participant 3's experience says, *"I found it very useful, especially in giving me the main ideas and giving me the heads-up about poetry and every kind of literature."* This quote further supports the notion that this tool

enhances participants' understanding and appreciation of diverse literary genres. Furthermore, the facilitation of critical analysis is as indicated by Participant 6's observation: *"I found chatGPT very useful for simplifying complex concepts and providing main ideas, themes, and motives."* This evidences the platform's ability to simplify intricate literary concepts and highlight key themes and motifs, enabling participants to engage in profound critical analysis of texts. In this light, such an optimised approach not only aids in the development of robust analytical skills for students but can also enhance their abilities to dissect and interpret literary works effectively. Insights from Participants 5 and 8 further emphasise the depth of analysis and perspective that chatGPT offers. Their exploration of symbolism and character personalities in *"The Waste Land"* (1922) by T.S Eliot demonstrates how this AI tool can outline, in a comprehensive way, themes, character subtleties, and hidden meanings that readers might miss on a first reading. Thus, the application of ChatGPT to T.S. Eliot's *"The Waste Land" (1922)* serves as a compelling example of its utility in literary analysis for third year students. In a similar vein Participant 8 shared, *"It's provided me with the main ideas of that theme. I found it useful when I asked it about the wasteland and the themes that are included in the wasteland. I just find them in chatGPT, and I never find them on my own."* This highlights how ChatGPT has facilitated the participant's comprehension of complex themes in *"The Waste Land" (1922),* such as self-integration and religious elements. Similarly, Participant 5 observed, "The poem highlights the perspectives of the Western people living in the wasteland." *ChatGPT answered that they are introverted, they are not that religious, and of course, they are depressed, and that's all."* While the interpretation of this poem can be challenging, this participant's view demonstrates how ChatGPT introduced simple ways of understanding the poetic elements of this poem, which makes the student appreciate poetry way more. Overall, these participants' experiences collectively validate the importance of ChatGPT in improving literary analysis and promoting more in-depth interaction with literary works.

2.2.1.3.3. Impact on Discussions. Participants' reliance on ChatGPT for literary analysis implies the fact that it has a considerable influence on literary discussions by students. For instance, Participant 2's remark, *"I think chatgpt makes us understand literary works better when we delve into a discussion with it, which is better,"* This suggests ChatGPT's role in shaping the interactions or conversations that students have while engaging with literary analysis topics using the tool. Participant 5's observation, "*ChatGPT has a big impact on discussions about literary topics by giving students new ideas that can be aligned with their own interpretation,"* further supports this notion. This means that by integrating diverse analyses and perspectives from ChatGPT, participants can engage in more nuanced and enriched discussions with ChatGPT about literary texts. Furthermore, Participant 6 stated, "I believe that ChatGPT encourages meaningful conversations and discussions about literary analysis topics." *It provides detailed analysis topics that can be used to inform discussions and stimulate critical thinking,"* emphasising the tool's potential to foster meaningful conversations and stimulate critical thought in literary analysis discussions. Collectively, these may illustrate how ChatGPT contributes to enriching discussions and fostering deeper engagement with literary texts.

2.2.1.3.4. Learning and Exploration. Participant 3's affirmation*, "I found it very useful, especially in giving me the main ideas and giving me the heads-up about poetry and every kind of literature,"* highlights the theme of learning and exploration facilitated by ChatGPT, shedding light on how the tool contributes to ongoing learning and exploration of ideas or critical interpretations of novels for instance. By introducing student users to new literary concepts and insights, ChatGPT serves as a valuable resource for expanding knowledge and fostering intellectual growth. Participant 6 further exemplifies this theme by stating, *"For example, it has suggested interpretations that I had not considered and has helped me to see familiar texts in a new light,"* illustrating how ChatGPT encourages users to explore alternative interpretations and

gain fresh perspectives on familiar texts. Additionally, Participant 4's experience adds to this understanding, as they stated:

> When I use ChatGPT, I get to the main ideas, I get to the deeper meaning of what, for example, Bukowski in his poetry, He said in his poetry, and I quote, There is loneliness in this world so great that you can see it. in the slow movements of the hands of the clock. This is a very great metaphor by Charles bukowski. The first time I thought that he's talking about time, but when I used chatgpt, I understood that he's not talking about time when he said it in the slow movements of the hands of the clock. He was referring to the fact that people are in touch with each other, but they are not good for each other, and I couldn't see that without using chatgpt.

The participant provided an insightful example of how ChatGPT helped them uncover the deeper meaning behind a literary metaphor, highlighting the tool's role in deepening understanding and interpretation of poetic texts. Overall, these accounts collectively highlight ChatGPT's contribution to learning, exploration, and deeper understanding of literary texts, showcasing its significance as a valuable tool for literary analysis and interpretation.

2.2.1.3.5. Satisfaction, Motivation, and Recommendation. The theme of satisfaction, motivation, and recommendation is highlighted in Participant 7's statement, *"I would tell others to try ChatGPT for studying books because it can give helpful insights."* This reflects the usefulness and effectiveness of ChatGPT, which inspired them to include it in their routine literary analysis exercises. This positive effect on educational engagement and analytical skills further evidences the significant role that ChatGPT plays in enhancing students' learning experiences. Participant 2 also expressed their recommendation for using this AI tool, as they stated: *"I would recommend using ChatGPT for literary analysis every day of the week. Because, like I said, it expands your horizons, it makes things easier for you, and so why not use it?"*.

Similarly, Participant 3 added to this sentiment, affirming, *"I do recommend it to others studying literature because it will help them develop critical thinking and it's easy to access the information they need, but they should use it with intelligence."* Furthermore, Participant 5 added,

> I would recommend ChatGPT to others studying literature because it provides detailed analysis that can help enhance and deepen the literary analysis process. However, I would also encourage them to supplement its use with other analysis methods and techniques.

Overall, these testimonials tend to emphasise the satisfaction, motivation, and recommendation surrounding ChatGPT's utility in literary analysis, while also highlighting the importance of using it judiciously in conjunction with other analytical approaches.

2.2.1.3.6. Limitations and Challenges of Using ChatGPT. Despite the positive experiences shared by participants, they also mentioned some limitations and challenges they have encountered when using ChatGPT for literary study. For instance, Participant 8 mentions that *"Sometimes ChatGPT gives general answers, and I have to ask more specific questions."*. This highlights the inherent limitations of AI technology in literary analysis. Despite its efficiency and convenience, ChatGPT may sometimes falter in providing precise or contextually accurate information. Furthermore, Participant 5 shared, *"I faced many problems from them when using ChatGPT: it didn't understand my questions very well, sometimes gave me wrong answers, or didn't explain to me very well."* This statement delineates the challenges in communication and understanding that can occur when interacting with AI tools like ChatGPT. It also points out the occasional inaccuracies in the tool's responses, which can lead to confusion or misunderstanding. Moreover, Participant 3 also highlighted a unique challenge, stating*, "The difficulty of the vocabulary because I had to translate many times to get the right meaning."*

This reflects the potential language barriers that can arise when using ChatGPT, particularly for non-native English speakers or those studying complex texts with intricate language. It underscores the need for ChatGPT to provide clear, understandable responses that cater to a wide range of users.

These perceptions of student participants underline the importance of continuous improvement and adaptation in AI tools like ChatGPT to better serve the diverse needs and challenges of their users within the educational context. This tool, while offering invaluable insights and efficiency in literary analysis, is not without its limitations. It is essential to recognise its limitations and strive for enhancements that make it more user-friendly, accurate, and accessible to all users.

These participants' views and opinions regarding the use of ChatGPT unravel the significant role ChatGPT plays in enhancing literary analysis skills, fostering critical thinking, and even encouraging collaborative discussions among students. While AI technology like ChatGPT offers valuable insights and efficiency in literary analysis, it is essential to recognise its limitations and utilise it as a complement to human analysis for a more comprehensive understanding of literary texts. Therefore, the findings from this interview provide a valuable foundation for further exploration into the integration of AI tools in literary studies, offering a glimpse into the future of literary analysis in the digital age.

2.2.4. Discussion of the main findings:

This research aimed to examine the role of ChatGPT usage for literary analysis among students, its effectiveness in enhancing understanding, engagement, and performance, and the students' perceptions of ChatGPT as a tool for literary analysis. The findings from the analysis provided valuable insights in regard to these aspects of literary analysis. Based on the results of the interviews, the study showed that ChatGPT is a useful tool for helping students understand

and use literary works more efficiently. However, it is important to be aware of its limits and the need to use it along with more traditional ways of analysing literature.

The interview participants agreed that ChatGPT is a useful tool in terms of how easy it is to use and how accessible it is. Its ease of use and quick responses can make academic work easier, which suggested that it could be used to improve traditional ways of exploring literature. Moreover, students viewed ChatGPT as an effective tool for facilitating comprehension. The students provided some valuable views regarding the ways in which ChatGPT facilitates comprehension of complex literary concepts and illuminates significant ideas and themes. Enhancing students' comprehension of literary works, including classics like T.S. Eliot's *"The Waste Land"* (1922), is the tool's capability of presenting diverse perspectives and readings. Furthermore, it's also important to note that ChatGPT has a big effect on conversations. The tool gives students new ideas that fit with what they know about literary works, which is likely to lead to more complex arguments. In this light, ChatGPT seems to add to a broader scope for students to understand and analyse literary works. Additionally, students expressed their perceptions towards the role of ChatGPT in helping them learn and explore several aspects of literature. This further showed that it can help students understand and appreciate a wide range of literary styles. However, users should be careful in case they only rely on this AI tool as the main source for their literary analysis. It is essential to supplement it with a variety of scholastic sources in order to maintain a balanced and objective reading of literary works. Furthermore, participants' high levels of motivation and recommendation evidence further supports the fact that ChatGPT can be used and works well for literary analysis. This means that this tool can be quite beneficial for students as long as it is used alongside other analysis techniques and individual critical thinking abilities. However, even though it has various advantages within the educational context, it is important to consider the challenges that the students brought to light. One of the issues that was mentioned was that ChatGPT sometimes could not give exact or

narrowly tailored answers. This issue is a reminder to students to be cautious while using this AI tool. This study revealed that incorporating ChatGPT into literary analysis can enhance comprehension, promote critical thinking, stimulate discussions, and improve education and research. Nevertheless, this ought to be handled fairly at all times. This implies that learners are encouraged to continue to apply their own analytical and critical thinking abilities and pursue their interests by expanding and verifying the material they obtain from ChatGPT with other sources.

2.2.3. General Discussion of both the student's interview and questionnaire

The data gathered from the questionnaire and interviews, which were both completed by the participants, provided evidence of the research methodology's reliability and consistency in the findings. These findings offered students a thorough comprehension of the role that ChatGPT serves in the context of literary analysis. The results show how ChatGPT can enhance comprehension and facilitate the analysis of literary texts.

A notable agreement among the respondents regards the perceived usefulness of ChatGPT in enhancing literary text comprehension and facilitating critical analysis. Both sets of data evidence the fact that ChatGPT is regarded positively by students as a resource that facilitates comprehension and analysis of literary works. The participants expressed their gratitude for the wide range of viewpoints it provides and for how it improved their understanding of complicated literary terms and sometimes themes. The agreement made by the participants highlighted the significant benefit that ChatGPT could provide in the field of literary analysis.

Furthermore, another point, as shared by the participants, is the ease of use of ChatGPT. Students who participated in both the questionnaire and the interviews stated that ChatGPT is simple to use, and they often incorporate it into literary analysis tasks. This implies that

ChatGPT is a readily available and simple application that can be incorporated without difficulty into the educational process.

Moreover, it was noted by participants in both the questionnaire and interview that their conversations with ChatGPT foster meaningful interactions and present new analytical perspectives. highlighting that ChatGPT promotes a culture of conversation and debate in addition to facilitating the comprehension of literary texts. By promoting the exploration of diverse interpretations and perspectives, it serves to enhance the learning environment for students.

Nevertheless, despite the positive aspects, participants in the questionnaire and the interview expressed concerns about ChatGPT's limitations. The importance of critical thinking and the incorporation of additional academic resources to conduct a balanced and truthful analysis of literary pieces were emphasised. Additionally, they noted that although ChatGPT can offer valuable insights, it does not consistently provide precise or highly specific responses. This highlighted the need for individuals to exercise and employ their own skills for critical analysis when utilising AI tools such as ChatGPT, and rather use the latter as guidance. Despite this, both the interview and questionnaire's participants expressed a strong intention to continue utilising ChatGPT, suggesting that they considered it an essential element in their academic journey. On the other hand, they advised a careful approach towards the utilisation of technology in educational environments, proposing that ChatGPT ought to complement traditional methods of learning and critical thinking rather than radically replace them. Students' perceptions regarding the future goals of ChatGPT in literary analysis imply an advantageous path for the incorporation of artificial intelligence (AI) instruments such as ChatGPT into the field of literary analysis.

In summary, the correlation between the results obtained from the interviews and the questionnaire offers a comprehensive understanding of the role and benefits of ChatGPT in the field of literary analysis. This analysis presents a comprehensive perspective on the potential benefits of ChatGPT for students. This is mainly in the literary context.

2.2.4. Limitations, Implications, and Recommendations

2.2.4.1. Limitations of the Study. While providing valuable insights into the application of AI tools like ChatGPT in educational settings, particularly for literary analysis, this research is subject to several limitations. ChatGPT particularly helps students gather relevant critical analysis. As a relatively new technology, little has been said about the applicability of this tool in literary analysis. This makes it challenging to build a solid theoretical foundation. In other words, the existing literature tends to mainly focus on broader AI applications rather than specifically on educational tools for literary studies. Because there aren't many studies focused on this specific topic, researchers have two options. They can either rely on broader or slightly related studies, or they can start new research themselves, which can take a lot of time and effort.

2.2.4.2. Implications of the Study. The implications of this study, based on the findings from both the questionnaire and the interviews, are that numerous students appreciate the capabilities of AI tools like ChatGPT in the context of literary analysis. They value the diverse perspectives it offers and how it enhances their comprehension of complex concepts and themes in literature, as it offers important insights for teaching methods, the use of technology, and curriculum development. The use of ChatGPT in literary analysis shows how AI can not only add to traditional educational tools but also change teaching methods by introducing new, interactive ways of learning and analysis. This change could potentially redefine the role of the

teacher and the teaching strategies used in humanities education. For those who are in the education field, these findings give a starting point to further investigate how AI can be used to improve interpretative and critical thinking skills, which are vital in literary studies. Furthermore, this study encourages those working in educational technology to improve AI tools to better meet educational needs, enhancing their interface and interaction capabilities to allow for deeper engagement with literary texts.

2.2.4.3. Recommendations for Students, Teachers, and Future Research.

2.2.4.3.1. For Students. When discussing the learning process of literary analysis, one might presume that the responsibility largely falls upon the teachers' shoulders. While this can be partially true, students also play an important role in building autonomy in analysing literary works. Teachers are usually required to determine learners' interests, readiness, learning styles, and needs, which helps teachers change their teaching to fit each student's needs, yet learners can contribute in this process. Students are encouraged to use ChatGPT as a supplementary tool for literary analysis. It should be used to enhance understanding and generate ideas that can be further explored through traditional scholarly methods. However, students should maintain a critical perspective and not accept AI-generated interpretations without scrutiny. Independent engagement with the material ensures a robust learning experience and the development of critical literary skills.

2.2.4.3.2. For Teachers. It is recommended that teachers at Abdelhafid Boussouf Mila University Centre get acquainted with learners' diversity and learning difficulties in order to be able to accommodate their educational needs and make teaching successful. Teachers are also required to develop a positive attitude towards learners with a wide range of needs. In other words, teachers should be more willing to accept and accommodate learners' varying needs, instead of adopting an exclusive attitude or strategy. They need to expand their knowledge about

and practice of, using ChatGPT in the literary field. This means that teachers are advised to be aware of what this AI tool stands for, what it entails, and how to implement it in the classroom. Therefore, it remains crucial to guide students on how to use this technology effectively and responsibly. In addition, teachers are recommended to emphasise the importance of critical thinking and ensure that students are engaging with texts directly and forming their own analyses. Further to this, creating assignments that require a critical assessment of AI-generated content can help students understand the differences between interpretations made by machines and those made by humans.

2.2.4.3.3. For Future Research. Further studies could explore the long-term effects of AI tools on students' learning outcomes and critical thinking skills. Research should also assess the effectiveness of various pedagogical strategies that integrate AI tools with traditional teaching methods. It would be beneficial to expand the scope of research to different demographics and educational settings to better understand the broader implications of AI in education. Additionally, examining the ethical considerations and potential biases of AI in educational tools remains a crucial area of inquiry.

Conclusion

This chapter is concerned with the practical part of the current study, which examines the role of ChatGPT usage among students for literary analysis at MUC. The findings of the students' questionnaire and interviews revealed that students find the AI tool of ChatGPT useful for understanding and analysing literary works. However, they also expressed concerns about its limitations. Despite these, there is a strong intention to continue using ChatGPT. The study underscores the potential of ChatGPT in literary analysis and the need for a balanced approach to its use. It contributes significantly to discussions on AI integration in education and research.

General conclusion

This research aims to examine the role of ChatGPT usage among students for literary analysis. This study, employing both qualitative and quantitative methods and guided by the Technology Acceptance Model (TAM), seeks to uncover the extent to which students use ChatGPT and whether it contributes to enhancing their understanding and practice of literary analysis. For instance, students report using ChatGPT to gain a deeper understanding of complex literary themes, to explore different interpretations of a text, and to stimulate thought-provoking discussions.

Furthermore, the study aims at understanding students' experiences as well as their perceptions of, and attitudes towards, ChatGPT. The majority of students express a positive attitude towards the use of ChatGPT, appreciating its ability to provide diverse perspectives and enhance their comprehension of literary texts. However, some students also express concerns about the limitations of ChatGPT, emphasising the need for autonomous critical thinking and the use of other scholastic sources for a balanced and objective reading of literary works.

The present study also endeavours to determine the effectiveness of ChatGPT in developing students' skills of literary analysis. The findings suggest that while ChatGPT can provide valuable insights, it sometimes does not provide exact or narrowly tailored answers. This underscores the need for users to exercise caution, apply their own critical thinking skills, and instead use ChatGPT as an assisting tool rather than the main source of their analysis.

It is essential to note that the present investigation is small in scale. Consequently, it can be subject to discussion and critique. Furthermore, the research is exploratory in nature, and as such, a more extensive approach would indubitably yield more significant and reliable findings.

Nonetheless, this study may serve to draw attention to this particular area of study and open the door for future research that could benefit from incorporating other data collection methods, such as observations or experiments, to validate and complement the findings. Furthermore, while the study sample is diverse, it is limited to students who are already using ChatGPT for literary analysis. Future research could explore the perceptions and experiences of a broader range of users, including those who are not currently using ChatGPT, to gain a more comprehensive understanding of its role and impact in literary analysis. In that sense, this study evidences the effectiveness and value of ChatGPT in literary analysis and emphasises the importance of careful integration. Therefore, it emphasises the importance of a balanced and critical approach to the use of AI in literary analysis and contributes significantly to the ongoing discussions on the integration of AI in education and research. As such, the results of this study are a testament to the consistency of the data and the strength and reliability of this research.

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Appendices

Appendix A

The Students' Questionnaire

The student's questionnaire

Dear 3rd year students, this questionnaire is essential in examining the role of ChatGPT usage among students for literary analysis. Please read the instructions carefully and answer the questions thoughtfully and honestly.

Instructions: please tick (√) the adequate answer and write the appropriate answer where needed.

Section 1: Awareness and Familiarity

The purpose of the following questions is to determine how much you know about ChatGPT as well as your level of experience with utilising such tools for literary analysis.

1. How familiar are you with ChatGPT?

   ☐ Extremely familiar

   ☐ Very familiar

   ☐ Moderately familiar

   ☐ Not at all familiar

2. Have you used ChatGPT for literary analysis before?

   ☐ Yes

   ☐ No

3. How frequently do you use ChatGPT for literary analysis

- ☐ Never

- ☐ Rarely

- ☐ Sometimes

- ☐ Often

- ☐ Always

Section 2: Perceived Ease of Using ChatGPT

These questions are designed to examine how easy or difficult it is to navigate and utilise ChatGPT for literary analysis tasks.

4. Integrating ChatGPT into my literary analysis tasks is easy.

- ☐ Strongly agree

- ☐ Agree

- ☐ Neutral

- ☐ Disagree

- ☐ Strongly disagree

5. I find it easy to access and utilise the features of ChatGPT for literary analysis.

- ☐ Strongly agree

- ☐ Agree

- ☐ Neutral

- ☐ Disagree

- ☐ Strongly disagree

6. I only need to write a simple question, and I find all the interpretations in less than a second.

- ☐ Strongly agree

- ☐ Agree

- ☐ Neutral

- ☐ Disagree

- ☐ Strongly disagree

7. I find that Chatgpt provides clear and faster answers

- ☐ Strongly agree

- ☐ Agree

- ☐ Neutral

☐ Disagree

☐ Strongly disagree

8. ChatGPT offers a literary analysis layout that is easy to use.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

9. I feel confident while using ChatGPT for literary analysis tasks.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Section 3: Perceived Usefulness

The following statements seek to understand to what extent ChatGpt is useful for literary analysis.

10. ChatGPT enhances my ability to comprehend literary texts.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

11. ChatGPT assists me in interpreting and critically analysing literary works.

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

12. ChatGPT provides valuable insights that contribute to my understanding of literary themes and motifs.

☐ Strongly agree

☐ Agree

☐   Neutral

☐   Disagree

☐   Strongly disagree

13. ChatGPT helps me discover new perspectives or interpretations of literary works.

☐   Strongly agree

☐   Agree

☐   Neutral

☐   Disagree

☐   Strongly disagree

14. Chatgpt encourage students to engage in meaningful conversations

☐   Strongly agree

☐   Agree

☐   Neutral

☐   Disagree

☐   Strongly disagree

Section 4: Behavioural intentions

The following statements aim to understand your intentions and motivations regarding the future use of ChatGPT for literary analysis.

15. Do you plan to continue using ChatGPT for literary analysis in the future?

☐   Yes

☐   No

16. Are you motivated to incorporate ChatGPT into your regular literary analysis practices?

☐   Yes

☐   No

17. Is using ChatGPT aligns with your long-term academic goals and objectives?

☐   Yes

☐   No

18. Does ChatGPT have the potential to revolutionise the way you approach literary analysis.

☐   Yes

☐   No

- Please share any additional comments or suggestions you have regarding your overall experience with using ChatGPT for literary analysis.

  ……………………………………………………………………………………..

Thank you!

Appendix B

The student's interview

Interview

Thank you for agreeing to participate in this interview. We're interested in hearing about your personal experiences and perceptions regarding the use of ChatGPT for literary analysis. Which would help us understand the role of Chatgpt usage among students for literary analysis.

1. How did you start using ChatGPT for your schoolwork in literary analysis?

2. How often do you use ChatGPT for your literary analysis?

3. How do you find the process of integrating ChatGPT into your literary analysis tasks? Please elaborate.

4. In your opinion, how easy is it to access and utilise the features of ChatGPT for literary analysis tasks?

5. Can you describe your way of using ChatGPT to analyse a text?

6. How has ChatGPT enhanced your ability to comprehend literary texts?

7. In what ways has ChatGPT assisted you in interpreting and critically analysing literary works?

8. Can you share an example of how ChatGPT has provided valuable insights into understanding literary themes and motifs?

9. Have there been instances where ChatGPT helped you discover new perspectives or interpretations of literary works?

10. Do you believe that ChatGPT encourages meaningful conversations and discussions among students about literary analysis topics?

11. Have you ever matched the answers or the analysis ChatGPT gave you with your own or your friends' work? What did you find?

12. What new things have you learned using ChatGPT about literature?

13. What problems have you faced while using ChatGPT in literary analysis?

14. What would make ChatGPT a better way for literary analysis?

15. What are the key factors that contribute to your satisfaction or dissatisfaction with using ChatGPT for literary analysis?

16. Are you motivated to incorporate ChatGPT into your regular literary analysis practices? Please explain.

17. In your opinion, do you think ChatGPT could completely change how people analyse literary texts?

18. Would you recommend ChatGPT to others studying literature? Why or why not?

Résumé

Le concept d'intégration de l'IA dans l'éducation a pris de l'importance dans le domaine de l'éducation ces dernières années. Une manière efficace de le mettre en œuvre peut être par l'utilisation de modèles de langage avancés comme ChatGPT. L'objectif principal de la présente étude est d'examiner l'utilisation de ChatGPT pour faciliter l'analyse littéraire pour les étudiants en anglais, précisément les étudiants de troisième année. Dans le contexte de cette étude, trois questions de recherche sont posées. La première est de savoir comment les étudiants utilisent ChatGPT pour des tâches d'analyse littéraire. La deuxième cherche à explorer si ChatGPT améliore efficacement la compréhension, l'engagement et les performances des étudiants en analyse littéraire. La troisième question est d'examiner les perceptions des étudiants quant à l'utilisation de ChatGPT comme outil d'analyse littéraire. Pour atteindre les objectifs de l'étude et répondre à ces questions de recherche, un questionnaire est administré aux étudiants de troisième année d'anglais, et des entretiens sont menés avec un groupe sélectionné d'étudiants dans le but d'avoir des perspectives plus profondes sur ce sujet. Les deux échantillons sont pris du Département d'anglais du Centre Universitaire Abdelhafid Boussouf de Mila. Les principaux

résultats révèlent que les étudiants trouvent ChatGPT être un outil précieux pour comprendre et analyser les œuvres littéraires, mais ils expriment également des préoccupations quant à ses limites. D'autres résultats sont discutés plus en détail. En fin de compte, le travail de recherche apporte un assortiment d'implications et de recommandations.

Mots clés : IA, ChatGPT, analyse littéraire, intégration de l'IA, éducation, étudiant, avantages, amélioration.

ملخص

المفهوم الخاص بدمج الذكاء الاصطناعي في التعليم اكتسب أهمية في ميدان التعليم في السنوات الأخيرة، ويمكن أن يكون طريقة فعالة لتنفيذ ذلك من خلال استخدام نماذج لغوية متقدمة مثل ChatGPT. الغرض الأساسي لهذه الدراسة هو فحص استخدام ChatGPT في تسهيل التحليل الأدبي لطلاب اللغة الإنجليزية، وبالتحديد الطلاب في السنة الثالثة. في سياق هذه الدراسة، يتم طرح ثلاثة أسئلة بحثية. الأولى هي كيف يستخدم الطلاب ChatGPT لمهام التحليل الأدبي. الثانية تسعى لاستكشاف ما إذا كان ChatGPT يعزز بشكل فعال فهم الطلاب ومشاركتهم وأدائهم في التحليل الأدبي. السؤال الثالث هو فحص تصورات الطلاب حول استخدام ChatGPT كأداة للتحليل الأدبي. لتحقيق أهداف الدراسة والإجابة على هذه الأسئلة البحثية، يتم تقديم استبيان لطلاب السنة الثالثة من اللغة الإنجليزية، ويتم إجراء مقابلات مع مجموعة مختارة من الطلاب بهدف الحصول على رؤى أعمق بشأن هذا الموضوع. يتم أخذ كلا العينتين من قسم اللغة الإنجليزية في مركز جامعة عبد الحفيظ بوالصوف ميلة. تكشف النتائج الرئيسية أن الطلاب يجدون أن ChatGPT هو أداة قيمة لفهم وتحليل الأعمال الأدبية، ولكنهم يعبرون أيضا عن مخاوف بشأن قيوده. يتم مناقشة نتائج أخرى بشكل أكثر تفصيلا. في النهاية، يقدم العمل البحثي مجموعة من الآثار والتوصيات.

الكلمات المفتاحية: الذكاء الاصطناعي، (ChatGPT)، التحليل الأدبي، دمج الذكاء الاصطناعي، التعليم، الطالب، الفوائد، تعزيز.