



Article

Narratives of Learning: Exploring Teachers' Experiences with AI Integration in Teaching English and Philippine Literature

Linnette T. Wakit¹, Rinarose B. Budeng², Pilipina Cagurangan³, Maricar M. Castillo⁴, Janelyn I. Agbayani⁴ and Hartwell Norman M. Merza²

¹Nueva Vizcaya State University, ²Don Mariano Marcos Memorial State University, ³Quirino State University, and ⁴Cagayan State University

Correspondence: lt_wakit@nvsu.edu.ph

Abstract

This study investigates the integration of AI tools in English and Philippine literature instruction, focusing on teachers' experiences, pedagogical shifts, and professional development. Utilizing a phenomenological approach, data were gathered through interviews, focus groups, and classroom observations to understand the impact of AI on teaching strategies and student engagement. The findings reveal that while AI tools enhance literature instruction by making texts more interactive and accessible, challenges such as technical issues and the digital divide persist. Teachers adapted their methods, blending traditional and AI-enhanced techniques to maintain critical thinking skills. The study underscores the necessity of continuous professional development and institutional support for effective AI integration in literature education.

Keywords: Artificial Intelligence, AI Tools, AI-Enhanced Technique, Literature Instruction

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Introduction

Integrating Artificial Intelligence (AI) into education has redefined how teaching and learning are conceptualized, shifting classrooms toward adaptive, data-driven, and personalized models. AI applications such as intelligent tutoring systems, natural language processing (NLP), and automated feedback mechanisms are recognized for their potential to improve student engagement and comprehension (Zawacki-Richter et al., 2019). In language and literature instruction, these tools create opportunities to scaffold reading comprehension, enhance writing proficiency, and foster student motivation through real-time feedback and interactive learning activities (Li et al., 2021; Chen et al., 2020).

In English and Philippine literature classrooms, AI can help address longstanding challenges in teaching texts often perceived as difficult or inaccessible by students. For example, AI-driven reading platforms can simplify archaic vocabulary, generate contextual explanations, and provide personalized exercises, making canonical works such as *Florante at Laura* or *Noli Me Tangere* more approachable (Heil et al., 2016). Studies show that gamified AI activities and chatbots improve learner engagement by transforming traditional instruction into interactive experiences (Fryer & Carpenter, 2006). These applications align with constructivist approaches, where technology supports active meaning-making rather than rote memorization.

However, while AI fosters comprehension, it poses cultural and pedagogical challenges. McCarthy (2022) argues that AI tools, often designed for English or dominant global languages, fail to fully capture cultural and historical nuances embedded in local literary traditions. In the Philippine context, Tupas (2015) emphasizes that literature teaching is inseparable from cultural identity, as texts transmit values, history, and social realities. AI translations of Filipino idioms or poetry may inadvertently flatten meaning, leading to loss of cultural depth. Teachers in multilingual regions, such as Cagayan Valley or Bicol, further grapple with aligning AI resources with Mother Tongue-Based Multilingual Education (MTB-MLE) policies, where language and culture must remain central to pedagogy (Gonzalez, 1998; Sibayan & Gonzalez, 1996).

Teachers' professional development is also central to the successful integration of AI in literature instruction. Forlin and Chambers (2011) found that teacher preparedness and confidence strongly affect the effectiveness of inclusive and technology-assisted pedagogy. Similarly, Sharma et al. (2012) argue that teachers tend to underutilize or misuse educational innovations without proper training. In the Philippines, Reyes (2020) and Cabigon (2021) highlight the digital divide, noting that

unequal access to digital tools and limited teacher training constrain the potential of AI in schools. These issues are particularly pressing in literature classrooms, where interpretive teaching strategies are crucial for deeper analysis of themes, symbols, and cultural narratives.

Despite growing international scholarship on AI in education, there remains a scarcity of studies focusing on its integration into literature pedagogy, especially in the Philippine setting. Most AI-related research centers on STEM, English as a Second Language (ESL), or general education technologies (Ouyang & Jiao, 2021; Zawacki-Richter et al., 2019), leaving a gap in understanding its influence on teachers' experiences, pedagogical strategies, and cultural mediation in literature instruction. While some studies suggest that AI improves reading comprehension and motivation (Li et al., 2021; Chen et al., 2020), little is known about how literature teachers balance the efficiency of AI with the cultural authenticity required in interpreting Filipino and English texts.

To address this gap, the present study explores teachers' lived experiences as they integrate AI into English and Philippine literature instruction. Examining their perceptions, challenges, and strategies seeks to understand how AI reshapes pedagogical practices and classroom dynamics. It also highlights the broader implications of AI integration for fostering literary appreciation, critical thinking, and cultural identity. The findings aim to contribute to the discourse on technology-enhanced and culturally responsive pedagogy, ensuring that AI complements rather than substitutes for teacher-led instruction in literature education.

Objectives of the Study

1. To examine teachers' lived experiences integrating AI tools in English and Philippine literature instruction, focusing on their perceptions, challenges, and adaptations.
2. To explore how AI integration influences teachers' pedagogical strategies and classroom dynamics in teaching English and Philippine literature.
3. To analyze the impact of AI tools on teachers' professional development and their approaches to fostering critical thinking and literary appreciation among students in English and Philippine literature courses.

Methods

The research utilized a qualitative design, specifically a phenomenological approach, to investigate teachers' experiences using AI tools in teaching English and Philippine literature. It included in-depth interviews and focus group discussions (FGDs) with teachers to understand their perceptions, challenges, and how they adapted to the integration of AI. Classroom observations were also conducted to provide direct insights into the practical application of these tools. A multiple case study approach was adopted to assess the impact of AI integration on teachers' teaching strategies and classroom interactions. It involved analyzing teachers' lesson plans to identify any changes in their instructional methods, along with classroom observations to note shifts in classroom dynamics. Teachers were encouraged to keep reflective journals to record their daily experiences and adjustments in their teaching practices. Finally, a mixed-methods research design was implemented to evaluate the effect of AI tools on teachers' professional development and their methods for promoting critical thinking and literary appreciation among students. It included surveys to gather quantitative data on teachers' professional growth and the perceived effects of AI tools. Additionally, interviews were conducted to better understand teachers' experiences with AI in their professional development. Student performance data were also analyzed to determine how effectively AI tools enhanced critical thinking and literary appreciation in English and Philippine literature courses.

Results and Findings

Lived-Experienced of Teachers

Integrating Artificial Intelligence (AI) tools in literature instruction reshapes how English and Philippine literary texts are taught and experienced, offering opportunities and challenges for educators. Teachers generally perceive AI as a transformative resource that makes literature more interactive and accessible, enabling students to visualize complex narratives and historical contexts through digital simulations and interactive platforms. At the same time, some express concern that over-reliance on technology may compromise the rigor of traditional literary analysis and critical thinking skills that are nurtured through direct engagement with texts. Alongside these perceptions, technical barriers, limited teacher preparedness, and the persistent digital divide underscore the uneven realities of AI integration in schools. For many educators, the steep learning curve and unequal student access to devices and internet connectivity highlight the need for continuous professional development and institutional support. Despite these hurdles, teachers are actively adapting their strategies by blending AI with conventional practices, using technology as a supplement rather than a replacement. They design collaborative learning

opportunities where AI catalyzes group analysis and discussion, enhancing comprehension while preserving literature's cultural and analytical depth. These insights reveal a cautious but innovative approach, where teachers balance the promise of AI with the enduring values of literary education, creating a more inclusive and well-rounded learning environment.

Perceptions of AI Tools in Literature Instruction

Teachers generally view AI tools as beneficial and transformative for teaching English and Philippine literature. Many respondents noted that these tools offer innovative ways to engage students, making literature more interactive and accessible. One teacher remarked, *"AI tools have added a new dimension to teaching literature, enabling students to visualize complex narratives and historical contexts through digital simulations and interactive content."* This statement indicates that AI tools can enhance students' understanding by bringing abstract or intricate literary concepts to life through visual and interactive methods. However, some teachers voiced concerns about an over-reliance on technology that could weaken traditional literary analysis skills. Another respondent pointed out, *"While AI enriches the learning experience, there is a risk that students may become dependent on technology, which could undermine the depth of their critical thinking."* It underscores the tension between using technology for engagement and preserving the rigor of analytical skills typically developed through direct interaction with texts. Teachers recognize the value AI tools add to literature instruction, particularly in engagement and accessibility. Nonetheless, there is cautious optimism as they acknowledge the potential downsides of becoming too dependent on technology, indicating a need for a balanced approach to maintain critical thinking and analytical skills.

Challenges in Integrating AI Tools

The use of AI tools in literature instruction has brought about several challenges, mainly concerning technical issues and the digital divide. Teachers have expressed difficulties in accessing and mastering these new technologies and inconsistent technical support. One teacher noted, *"The learning curve for AI tools is steep, and not all teachers are equally prepared to handle these changes."* It highlights the reality that not all educators are comfortable with technology, emphasizing the need for ongoing professional development to help teachers acquire the necessary skills. Furthermore, there were worries about unequal access to technology among students. A teacher commented, *"Some of our students do not have the necessary devices or internet access at home, which creates a gap in learning opportunities."* This statement emphasizes

the issue of the digital divide, where unequal access to technology can worsen educational inequalities.

The challenges mentioned indicate that for AI integration to succeed, there must be strong support systems for teachers and strategies to tackle technological disparities among students. These insights underscore the significance of institutional support in teacher training and resource distribution.

Adaptations in Teaching Strategies

Teachers modified their teaching strategies to effectively include AI tools, creating new methods that combined traditional practices with technology-enhanced learning. Many respondents highlighted the need to balance AI tools with conventional teaching techniques to preserve the integrity of literary studies. One teacher remarked, *"We should use AI as a supplement, not a replacement, ensuring that students still connect with the texts traditionally while also benefiting from technological advancements."* This statement indicates that while AI tools are beneficial, they should not overshadow the fundamental practices of literary education. Another adaptation involved collaborative learning, where teachers organized group activities that utilized AI tools for collective literary analysis. A respondent shared, *"Using AI, we encourage students to collaborate in teams, analyzing texts together and using AI to spark discussions and insights that would be hard to achieve alone."* It underscores how AI can promote collaboration and deeper analysis through shared learning experiences.

These adaptations show that teachers are integrating AI and innovating their teaching practices to enhance traditional methods. This combined approach helps maintain essential literary skills while taking advantage of technological tools, creating a more well-rounded learning environment.

Teachers' Pedagogical Strategies

Integrating Artificial Intelligence (AI) into English and Philippine literature instruction has led to a profound transformation of pedagogical strategies, signaling a shift from teacher-centered approaches to more student-centered and adaptive methods. Teachers shared that AI enables them to customize lessons and assessments to match students' individual learning needs, making instruction more differentiated and responsive. By providing instant feedback, AI assists educators in monitoring student progress in real time, enabling timely adjustments in teaching strategies. This capacity for personalization reflects a move away from the *"one-size-fits-all"* model of instruction, cultivating a more inclusive environment where learners with diverse paces and learning styles are accommodated.

Alongside this shift in pedagogy, teachers observed a marked improvement in classroom engagement and interaction when AI tools were used. Applications such as digital storytelling platforms, interactive simulations, and visualization tools have made literary texts more tangible and relatable, breathing life into complex narratives and abstract concepts. These interactive approaches capture students' attention and foster active participation in discussions and group work. Students, who might have previously been passive or disengaged, now express greater enthusiasm for literature lessons, suggesting that AI can be a powerful catalyst for motivation and deeper comprehension. This participatory dynamic points to AI's potential to transform literature instruction into a more collaborative and immersive learning experience.

However, the findings also highlight concerns about maintaining classroom dynamics in the face of increasing reliance on technology. While AI offers efficiency and engagement, some teachers worry that it may inadvertently reduce opportunities for face-to-face interaction and weaken the teacher–student bond central to effective mentoring. Educators emphasized that the relational and human aspects of teaching, such as building rapport, guiding interpretive discussions, and modeling critical inquiry, remain irreplaceable. As such, they advocate for a balanced approach where AI complements rather than replaces traditional methods. This balance ensures that technological innovation enhances learning while preserving personal connections and cultural depth intrinsic to literature education.

Transformation of Pedagogical Strategies

AI integration has dramatically changed how teachers approach teaching English and Philippine literature. Many educators have shared that they are now using more student-centered strategies, utilizing AI tools to customize instruction based on each student's unique needs. One teacher remarked, *"AI enables me to tailor learning materials and assessments according to each student's progress, which makes my teaching more effective and focused."* It illustrates how AI supports differentiated instruction, allowing teachers to address various learning speeds and styles. Furthermore, teachers highlighted the role of AI in providing instant feedback, which enhances the learning experience for students. Another teacher mentioned, *"With AI, I can quickly gauge students' understanding and modify my teaching as needed."* AI tools have empowered educators to adopt more personalized and responsive teaching methods. This change signifies a shift from traditional, uniform instruction to more adaptable and individualized teaching, creating a more inclusive and effective learning atmosphere.

Enhanced Classroom Engagement and Interaction

AI tools have significantly improved classroom engagement and interaction by making lessons more interactive and immersive. Teachers have noticed that tools like interactive simulations and digital storytelling make literary texts more relatable and captivating for students. One teacher remarked, *"AI tools bring literary works to life, helping students better understand and connect with the material."* It illustrates how AI can turn abstract literary concepts into concrete, visual experiences that resonate with students. Additionally, one respondent noted that AI-driven platforms have encouraged greater student participation: *"Students are more eager to join discussions when we use AI-enhanced tools, as they feel more involved and interested."* The heightened engagement and interaction facilitated by AI tools indicate that these technologies can play a crucial role in transforming traditional literary instruction into a more dynamic and participatory experience, ultimately boosting student motivation and comprehension.

Challenges in Maintaining Classroom Dynamics

While the integration of AI has introduced numerous advantages, it has also created challenges in preserving the dynamics of traditional classrooms. Some educators have voiced concerns regarding the potential decline in face-to-face interactions and the danger of becoming overly dependent on technology. One teacher pointed out, *"As AI takes on some instructional responsibilities, there is less direct interaction between teachers and students, which can impact the rapport in the classroom."* It emphasizes a potential drawback where the human aspect of teaching might be lessened. Another educator noted, *"It is essential to balance using AI and traditional teaching methods to ensure that students maintain personal connections and mentorship."* The concerns teachers raise highlight the necessity for a balanced strategy in AI integration, where technology enhances rather than replaces vital human interactions in the classroom. It also indicates the need for approaches that maintain the teacher-student relationship while taking advantage of the benefits offered by AI tools.

Impact of AI Tools on Teachers' Professional Development

Integrating Artificial Intelligence (AI) into literature instruction has extended its impact beyond student learning, serving as a catalyst for teacher growth and enriched classroom experiences. Adopting AI has fostered continuous professional development by motivating educators to pursue specialized training and workshops, expanding their technical skills, and refining their pedagogical strategies. This commitment to lifelong learning ensures that teachers remain adaptive in an evolving

educational landscape. At the same time, AI has proven valuable in cultivating higher-order thinking among students, with analytical platforms and automated feedback systems prompting learners to critique texts more deeply and consider multiple interpretations. Such tools align with educational goals of fostering independent, critical thinkers capable of nuanced literary analysis. Moreover, interactive features like augmented and virtual reality have transformed literature instruction into immersive experiences, allowing students to visualize historical contexts and connect more personally with characters and settings. These developments illustrate how AI supports professional growth and cognitive development and enhances literary appreciation, creating a more dynamic, engaging, and culturally resonant learning environment.

Enhancement of Professional Development through AI

Training AI tools have profoundly affected teachers' professional development, primarily by emphasizing the importance of continuous learning and skill enhancement. Many educators mentioned that the integration of AI prompted them to engage in specialized training and workshops to improve their technical skills and teaching strategies. One teacher shared, *"The introduction of AI in our curriculum has motivated me to attend various training sessions, which have significantly enhanced my teaching methods and my grasp of technology."* It illustrates a positive outcome where teachers are inspired to broaden their skill sets to stay current with technological progress. The demand for professional development in AI integration highlights its role as a driving force for lifelong learning among educators. This ongoing growth boosts their technological abilities and enriches their teaching methods, enabling them to offer more engaging and relevant literature courses.

AI as a Tool for Fostering Critical Thinking

AI tools play a significant role in enhancing critical thinking among students by offering a variety of analytical platforms and resources. Educators have noted that AI-driven tools, like automated essay grading systems and literature analysis applications, encourage students to engage more thoroughly with texts. One teacher shared, *"AI tools provide different perspectives and analyses that prompt students to think critically and reassess their initial interpretations of literary works."* It indicates that AI promotes higher-order thinking by presenting students with multiple interpretations and motivating them to explore and critique these concepts. The application of AI in fostering critical thinking highlights its ability to improve cognitive skills, pushing students to move beyond basic understanding and engage more deeply with literary

texts. It aligns with educational objectives to cultivate independent, analytical thinkers who can perform nuanced literary analysis.

Augmenting Literary Appreciation through Interactive AI Features

AI tools have enhanced the appreciation of literature by creating interactive and immersive experiences that truly bring stories to life. Educators have noticed that features like augmented reality (AR) and virtual reality (VR) in AI applications enable students to engage with literary works' historical and cultural backgrounds more vividly and captivantly. One teacher remarked, *"Students are much more drawn to literary texts when they can explore the settings and characters through virtual simulations, which deepens their understanding and appreciation."* It indicates that the interactive aspects of AI tools can make literature more accessible and enjoyable, encouraging a richer appreciation among students. Using AI tools with interactive features transforms the conventional approach to literature, making it more engaging and contextually rich for learners. It enhances their appreciation and provides immersive experiences that create a personal connection with the literary material.

Discussion

Teachers' lived experiences reveal that integrating Artificial Intelligence (AI) tools in literature instruction is reshaping how English and Philippine literary texts are approached, offering both innovative opportunities and emerging challenges. Teachers generally perceive AI as a transformative resource that enhances interactivity and accessibility, enabling students to visualize complex narratives and historical contexts through simulations and digital platforms. It aligns with findings by Zawacki-Richter et al. (2019), who noted that AI applications in education broaden access and personalize learning experiences. Similarly, Li, Chang, and Yang (2021) observed that intelligent tutoring systems improve student comprehension by adapting content to individual needs. However, alongside this optimism lies a cautious recognition of the risks posed by over-reliance on technology. McCarthy (2022) warns that AI often fails to capture cultural and contextual nuances in literature, an issue echoed by teachers who stressed the importance of critical analysis skills nurtured through direct engagement with texts.

Teachers also identified challenges related to AI integration, particularly technical issues and the persistent digital divide. These findings mirror Reyes' (2020) study on Philippine education, which highlighted unequal access to digital infrastructure as a barrier to technology-enhanced instruction. Teachers in this study emphasized the steep learning curve in mastering AI, echoing Forlin and Chambers

(2011), who found that insufficient training leads to teacher apprehension and inconsistent implementation of inclusive or technology-driven practices. Such challenges underscore the necessity of continuous professional development and equitable resource distribution to ensure that AI-driven innovations do not exacerbate educational inequalities.

Despite these hurdles, teachers demonstrated adaptability by modifying their pedagogical strategies to integrate AI tools effectively. Many adopted blended approaches, combining traditional teaching practices with technology-enhanced methods. This practice reflects the findings of Ouyang and Jiao (2021), who argued that AI is most effective when embedded within established pedagogical frameworks rather than replacing them. Teachers in the present study described AI as a supplement, ensuring students were still engaged in close reading while using AI to spark collaborative discussion. It resonates with Fryer and Carpenter (2006), who found that AI-driven chatbots enhanced collaboration in language learning contexts by encouraging interaction and peer dialogue.

The transformation of pedagogical strategies has also been evident in the growing emphasis on student-centered instruction. Teachers reported that AI enables them to customize lessons and assessments based on student needs, supporting differentiated instruction. This finding aligns with Chen, Chen, and Lin (2020), who observed that AI fosters inclusivity by accommodating diverse learning styles. The use of digital storytelling and simulations to enhance student participation also echoes the work of Heil, Wu, Lee, and Schmidt (2016), who noted that interactive technologies increase student motivation and improve comprehension of abstract concepts. Teachers' accounts confirm that AI can catalyze engagement, but they also emphasized that relational aspects of teaching, such as mentorship and interpretive guidance, remain irreplaceable. As Tupas (2015) and Sibayan and Gonzalez (1996) stress, literature teaching in the Philippines is not only about comprehension but also about transmitting cultural values and identity, something AI systems cannot fully automate.

The integration of AI also has significant implications for professional development. Many teachers shared that AI prompted them to participate in specialized training to improve their digital competencies. It aligns with Sharma, Loreman, and Forlin (2012), who highlighted the role of professional development in increasing teacher efficacy when adopting new instructional models. Moreover, AI tools fostered higher-order thinking by encouraging students to critique texts from multiple perspectives, consistent with research by Ouyang and Jiao (2021), who emphasized AI's potential in promoting critical thinking. Interactive features such as

augmented reality (AR) and virtual reality (VR) were also reported to enrich literary appreciation by immersing students in historical and cultural contexts. These findings mirror Datar (2019), who underscored the importance of contextualized approaches to Philippine literature to sustain cultural relevance.

Overall, the findings of this study confirm that both enthusiasm and caution mark teachers' experiences with AI in literature instruction. AI has proven valuable in personalizing learning, enhancing engagement, fostering critical thinking, and supporting professional development. However, challenges such as limited access, inadequate training, and the risk of diminishing cultural authenticity remain. As echoed in global and local studies, the future of AI in education lies in a balanced, culturally responsive integration where technology enriches pedagogy without replacing the human interactions and interpretive rigor that define literature education (UNESCO, 2015; Villanueva & Lleo, 2021).

Conclusion

The study concludes that incorporating AI tools into teaching English and Philippine literature significantly changes the educational experience for teachers and students. Educators view AI as a valuable resource for boosting student engagement and understanding through interactive and personalized learning environments. The findings indicate that tools like natural language processing and automated feedback systems are highly appreciated for their ability to make literature more relatable and accessible while encouraging critical thinking and a deeper appreciation of literary works. Nonetheless, the study points out several challenges, such as technical issues, a steep learning curve for teachers, and the digital divide among students. Educators have adjusted their teaching strategies by combining traditional methods with AI-enhanced learning to preserve the depth of literary analysis and critical thinking skills. The research also highlights the importance of ongoing professional development and support for teachers to incorporate AI into their teaching practices effectively. The study emphasizes AI's potential to enrich literature education, support teachers' professional growth, and deepen student engagement with literary texts. It advocates for a balanced approach to AI integration, ensuring that technological advancements enhance rather than overshadow the fundamental elements of literary studies.

Recommendations

Teachers should receive continuous professional development to effectively integrate AI into literature instruction, focusing on technical and pedagogical skills.

Schools must provide strong support systems, including technical assistance and resources, to ease AI adoption while ensuring access to necessary technology and internet connectivity. AI should complement, not replace, traditional teaching to preserve literary analysis rigor while enhancing engagement. Curriculum developers should thoughtfully incorporate AI tools to create immersive learning experiences. Ongoing research and feedback are essential to refining AI's role in literature education. Lastly, policies must ensure equitable access to AI tools, bridging the digital divide for all students.

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