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Building and Practicing a Teaching Model Empowered by Generative AI for the Course "Selected Readings in English Literary Classics"

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Abstract: Generative AI has begun to change foreign language and literature education in ways that are at once encouraging and surprising. Literature classrooms, in particular, face two recurring challenges. One is that technology is often brought in without a clear humanistic purpose; the other is that teachers still lack a dependable method for developing higher-order thinking. This paper reports on a five-stage teaching model - Perception, Analysis, Appreciation, Reflection and Evaluation - with generative AI embedded at every step. The model treats AI not as a convenient shortcut but as a genuine thinking companion. In practice, AI helps create immersive settings, supports data-driven reading of texts, facilitates shared aesthetic judgment, guides reflection on values, and draws feedback from several sources. Questionnaire responses, interview data and an examination of students' homework all indicate that the model strengthens literary competence, critical thinking and digital learning skills. The study therefore offers a workable scheme for upgrading liberal arts courses in the context of New Liberal Arts construction. It also leaves several questions open, such as the level of digital literacy required, how to make evaluation more accurate, and how technology can keep serving, rather than overriding, humanistic values.

Keywords: generative AI; English literature teaching; five-stage teaching model; critical thinking; curriculum-based ideological and political education

1. Introduction

Fast development of generative AI tools such as ChatGPT, Deepseek and Doubao causes a real change in the educational field. In the core humanities courses like Selected Readings in English Literary Classics, technology has advanced beyond the level of multimedia assistance. The teachers need to reconsider the teaching goals, redesign the teaching procedures and think over the teacher-student relationship again. In literature classes, there always exist some common issues: much work for the preparation, little interaction among students and evaluation which seldom reflects what the students really learn. Students usually accept the authoritative interpretations without questioning them and their abilities in textual analysis, critical thinking and creative expression are not well developed. At the same time, the adoption of these tools without proper consideration results in an attitude mainly focused on technology, which weakens the humanistic spirit and warm feeling of literary education.

Chinese and foreign scholars have already done plenty of work on technology-enhanced language learning (TELL) and digital humanities. At home, the focus has largely been on teaching models and classroom practice. He et al. built a smart teaching model around an AI teaching platform, joining teaching, learning, management, evaluation and testing into a closed loop that runs through the whole course [1]. Wang reported on a general academic English writing course in which generative AI was woven into the syllabus, the teaching content, the methods and the assessment alike [2]. Yang came at the issue from a wider angle, looking at how AI empowers English teaching

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through teachers, students and textbooks, and weighing the challenges against the possible responses [3]. A different line of work asks what role AI should play in education in the first place. Wang argues that AI should turn from a tool-driven approach to a human-centered one, keeping students as the subject and teachers as the guide, and he builds this view on four ideas: enabling, equalizing, improving quality and raising efficiency [4]. Apart from these, Chinese researchers have also tried to fold ideological and political education into foreign language courses, and to design concrete scenarios for applying Artificial Intelligence Generated Content (AIGC) in foreign language teaching. Research from overseas, by contrast, deals mainly with raising digital literacy and changing the way literature is taught. Useful as these efforts are, they remain scattered, and no one has yet brought technological tools, cognitive training and value goals together in a single framework. This paper tries to fill that gap. It proposes a five-stage model - Perception, Analysis, Appreciation, Reflection and Evaluation - and tests it in a real classroom, with generative AI acting as a serious cognitive partner throughout. Behind the whole design lies one central question: in the era of intelligent technology, how can humanities education preserve its traditions and still innovate?

2. Theoretical Framework and Model Construction

The five-stage model rests on three foundations: constructivist learning theory, deep learning theory and the concept of critical digital literacy. Constructivism contributes the basic assumption that students do not receive meaning ready-made; they build it themselves through contact with their surroundings, and the AI-generated environment counts as part of those surroundings. Deep learning theory adds the requirement that instruction should move students beyond surface memorization toward understanding and reflection. Critical digital literacy, for its part, warns that being able to operate a tool is not the same as being able to evaluate it. For these reasons, the five stages are not meant to be a fixed list that a teacher works through once. They form a circular whole, each stage preparing the ground for the next, and the whole process turns around a single center - the development of students' overall literary ability and critical thinking (Figure 1).

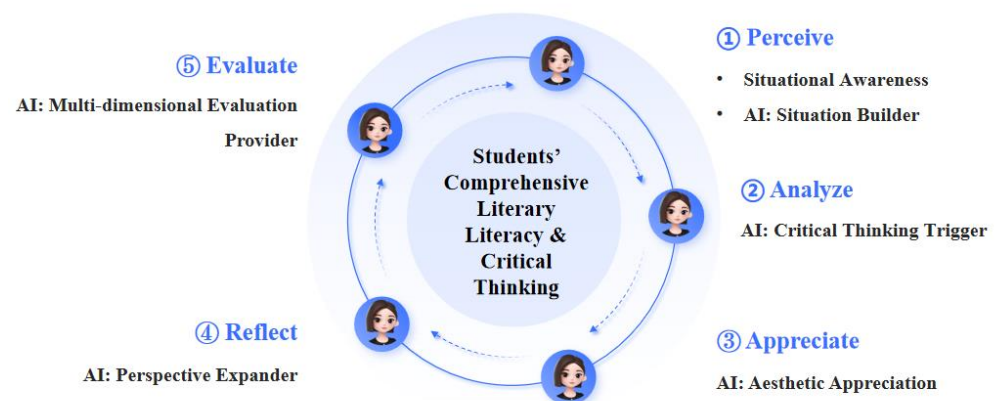


Figure 1. The Five-Stage Teaching Cycle

Perception, including the creation of multimodal context and emotional participation, is the first stage in acquiring knowledge. Its purpose is to link students with canonical texts. The AIGC tools generate historical scene images, background sounds and videos, and character pictures, which form vivid contexts to arouse interest and sympathy. This emotional foundation is beneficial for students to study more deeply [5].

In the Analysis stage, students move from feeling to reasoning. A first reading can touch them emotionally, but it seldom makes them question the text, so the class now learns to look at the work more carefully and less sentimentally. Text mining tools such as Voyant Tools help measure word frequency and trace thematic networks across the

whole book. Generative AI serves a different purpose. It plays the devil's advocate. Whenever the class settles for an easy interpretation, the AI raises doubts about the assumptions behind it. Students who want to argue back must return to the passage and point to the exact words that support their view. After several rounds of this, critical thinking is no longer an abstract goal in the syllabus; it becomes a skill the students actually use and can see in their own work.

Appreciation goes beyond analysis into aesthetic experience and value judgment. Students instruct AI to imitate an author's style or to retell a story from the perspective of a minor character. By comparing the machine's output with the original, they come to understand literary devices, stylistic features, and narrative art more deeply. The internal act of appreciation is turned into a discussable cognitive activity.

Reflection is where the world of the text meets the real world. It is also the stage where value guidance happens. For example, students might be asked to hold a dialogue between Robinson Crusoe's colonial ideas and the idea of a community with a shared future for mankind. With AI's help, they gather views from different cultures and different times before they make up their minds. Along the way, they meet cultural attitudes and ethical questions in a natural way, absorb new knowledge and gradually form values of their own.

Evaluation is the stage for producing and examining individualized creative works such as reviews, imitations and digital narratives. The assessment process is in a progressive order: firstly, the AI screens the work, then the peers review it, and finally the teachers evaluate. Intelligent marking systems provide instant comments on the language and structure. The teachers concentrate on the content depth, originality and value standpoint, which are the weak points of the AI. This division of labor transforms the assessment into a learning procedure [6].

3. Empowering Paths of Generative AI and Classroom Practice

In my own classroom, I used the generative AI tool Doubao at all five stages described above. The examples below show what actually happened in practice.

In the Perception stage, the AI was taken as an information source. When we studied *Jane Eyre*, a picture of Thornfield Hall, showing early Victorian England, was drawn under the assistance of Doubao and played some background music in the video. Consequently, the students could easily be immersed in the novel's world.

In the Analysis phase, the AI began the discussion. The students debated about marriage in *Pride and Prejudice* and talked about the effect of economic status in marriage with Doubao. The AI presented various opinions according to the historical background and sociology, therefore the students referred to the text to gather more evidence and enhanced their understanding of the author's social criticism.

In the Appreciation stage, the AI became a partner in creative work. After we analyzed Shakespeare's sonnets, the students asked Doubao to write a poem in the same style, choosing friendship or time as the theme. Then they worked in small groups. Each group compared the AI poem with the original sonnet and discussed the differences in imagery, meter and the depth of ideas. Through this comparison, the students learned to judge the aesthetic features of Shakespeare's poetry on their own.

In the Reflection stage, AI helped in expanding the viewpoints. For example, when the theme of racial justice in *To Kill a Mockingbird* was discussed, Doubao simulated some characters' roles such as the lawyer Atticus, Tom the Black defendant and the white townspeople. The students transformed from having one-sided opinions to having multi-faceted and empathetic ideas. They also related the novel to the present discussions on equity and justice more easily.

In the Evaluation stage, the AI gave useful feedback after class. The students sent their literary criticism papers to Doubao. The system commented on the language first and on whether the structure of each paper was complete. After that, I turned to the parts the machine could not judge well: the novelty of the arguments, the depth of the textual

analysis and the way values were expressed. This left me room to give the students the individual and human guidance they needed [7].

4. Result and Reflection

Preliminary results came from a multi-source evaluation. I collected data through questionnaire surveys, in-depth interviews, students' homework and a comparison of academic achievements. The findings below rest on this combined evidence.

At the student level, the experimental class showed better results than the control class in the aspects of textual interpretation, class discussion participation and argumentative writing. Most students considered that AI made literary analysis "more interesting and more challenging", and there were evident improvements in their digital study and cooperation.

At the teaching stage, the five-stage model provided teachers with a definite plan and enabled them to change from knowledge conveyers to activity designers and guides of thought. With the assistance of AI in doing some routine work, teachers could focus on arranging high-order thinking activities and valuing education.

The practice also exposed its share of problems. Students and teachers alike now face higher demands for critical digital literacy. Students must judge whether AI-generated content is reliable, and teachers must design tasks carefully enough to prevent misuse. There is also the matter of assessment. The large volume of human-machine interaction data should reveal how individual students develop as thinkers, but the tools available today are too crude to measure that growth reliably. And a deeper question remains unresolved. Where does the line fall between technological ethics and humanistic values? Technology should deepen emotional experience and value judgment, not replace them.

5. Conclusion

This research developed and verified the Perception-Analysis-Appreciation-Reflection-Evaluation teaching model as an overall solution to the reform of English literature teaching in the era of generative AI. The model transforms AI from a secondary helper to a cognitive companion which plays a part throughout the entire learning procedure. Its structure combines the application of technology, ability improvement and value education. Experimental results indicate that the model can overcome some traditional problems in literature teaching and has beneficial influences on learning enthusiasm, critical thinking and value acceptance. Further studies may confirm the model on a wider scale and with different cultural texts, and investigate more deeply into the cooperation mechanism between humans and machines. This kind of work will contribute to the continuous progress of humanities education in the intelligent age.

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