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**Teaching Novel in Digital Age: A study of The Diary of a Social Butterfly**



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## **Abstract**

This research paper explores the integration of Artificial Intelligence in teaching of Moni Mohsin's novel *A diary of a social Butterfly*. AI is advancing rapidly in different fields of studies. I have tried to integrate it in literature classroom (BS English, SBKWU Quetta) for an advanced teaching of the novel. In this study I have tried to explain how AI can be used to study the language, themes and tone of the novel. Reader response theory is used to analyse the text. I have selected 30 midterm papers of the students of 5<sup>th</sup> semester section A and 30 papers from section B, 2025 session. Student's midterm papers are analyzed and the analysis shows that the students of section A who used AI in their class room discussion have more mature response than the students of section B who have not used AI in their discussion classroom. The paper concludes that students of section A have a mature understanding of the themes because of hands on learning through the use of AI in discussion classes of the course.

**Keywords:** Artificial Intelligence, Popular fiction, Literature, Digital Humanities

### **Introduction**

Artificial intelligence has changed the academia and academic practices across many disciplines. It is used in many disciplines to enhance personalized learning and problem solving. According to Luckin and Forcier AI tools are mostly used in Science, Technology, Engineering and Maths for analysis and problem solving (Luckin et al., 2016). In humanities AI practices are comparatively slower to adopt. Keeping in view the advancement in STEM fields I have conducted a study on BS students of English literature (5<sup>th</sup> semester) to adopt the tools of AI in learning. Since I teach popular fiction to two different section of 5<sup>th</sup> semester so it was easy to conduct the study. I have taught the section A with integration of AI in my lectures and discussion classes. While I taught section B with traditional lecture style. I kept on observing their responses in written, discussion and presentations. Through this study I wanted to explore the improvement of interpretative skills and critical thinking of students in study of the novel *A Diary of a social Butterfly*. I have applied the reader's response theory to analyze the data which was the midterm papers of the students of section A

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and section B.A thorough investigation of the papers and class participation of students highlights that the students of section A who have been taught through Artificial intelligence demonstrate better understanding of the subject .

## **Research Question**

How AI integration in teaching methodology of literature does impacts the understanding and critical thinking of students in Moni Mohsin's novel *A Diary of a Social Butterfly*?

## **Literature Review**

### **Artificial intelligence in Literature**

Artificial intelligence is making revolutionary transformations in education .The STEM is using it significantly in the education and their students are showing enhanced performance. However in humanities the use of AI tools is slower. Zawacki argues that the use of AI tools in field of literature is slow because the interpretation of literature is contextual and subjective which is solely an individual response and artificial intelligence cannot do it properly. (Zawacki-Richter et al., 2019).I as a researcher felt that AI should be integrated in literature classroom for having a better learning experience and fostering critical thinking. The adaptation of AI is challenging in this region of the world because of technological infrastructure. Saleem and Raza say that the adaptation of artificial intelligence is challenging in the South Asian education system due to ethical concerns, technological problems and faculty preparedness (Saleem & Raza, 2021).AI can be used in different type of analysis in literary studies. It can provide a very detailed stylistic analysis of literary terms and thematic analysis which enhances the students critical thinking a level ahead if applied properly. Brown argues in the same vein and says that AI language tools aid writing and he has observed an improved language proficiency and fluency in the students (Brown & Smith, 2022; Lee, 2021).The use of AI in literary and thematic analysis is new :chatGpt can do better thematic and stylistic analysis and help learners to understand complex ideas (Springer ,2025). Effective and balanced integration of artificial intelligence demands to use it as guide that promotes originality. A study conducted by Chinese researchers articulates that AI tools play an important role in understanding the complex literary concepts and nuances. However they have also

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highlighted the challenges such as over reliance and ethical concerns that make students completely dependent on AI. They suggest a proper methodology to be adopted by the teacher as a guide so the students substitute human teaching over artificial intelligence (Xu et al., 2024). Jijeesh (2004) in his paper *Reimagining Literature through AI: Subjective Interpretations and Technological Innovations* explores the role of artificial intelligence in reshaping the process of interpretation and literary analysis in literature lecture. He articulates that AI enhances students critical thinking and make them able to rethink the ideas with machine –assisted reading. Jijeesh also highlights the same point of view that integration of AI is challenging for the teacher for adopting new and modern pedagogy and balance the Artificial intelligence with human critical thinking.

Liu and Zhang (2025) have articulated how the models like chat GPT can be used in literature class room. In their article *Redefining Literature Education: The Role of ChatGPT in Undergraduate Courses* they have explored that Artificial generated responses function as a prompt to ignite critical thinking in students. They are strongly in favour of teaching literature through artificial intelligence in the technological age. However they have come up with the same concern which the others researches had that the teacher should be cautious about academic integrity and ethical concerns and must guide the learners to differentiate between AI generated responses and original analysis (Liu & Zhang, 2025).

## **Artificial Intelligence Challenges and Solutions**

Yusuf, Pervin & Román-González (2024) examine the use of AI tools in education. In their paper *Generative AI and the future of higher education: a threat to academic integrity or reformation? Evidence from multicultural perspectives* they have highlighted the challenges the instructors face due to over use of AI. According to them the misuse of AI has become a threat to academic integrity. They conclude their article by enforcing the reformative approach over the punitive approach of AI use. Similarly, Tong Feng & Qinglun Li (2003) propose to overcome the challenges of Integration of AI in teaching. In their paper *Artificial Intelligence in Education Management: Opportunities, Challenges, and Solutions* they suggest an urgent need of teacher trainings and also highlight the development of ethical concerns and

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guidelines. They suggest a continuous professional faculty development programs for educators for a better and ethical use of AI in education. Vukelić, Šehanović, and Alić (2023) highlight the challenges that are faced by the examiner in conducting exams. In their paper *Challenges and Potential Solutions in the Use of Artificial Intelligence (AI) for Conducting Examinations in Higher Education* they propose solutions for secure assessment. They discuss the major issue of cheating in exams through AI and suggest solutions for that. They suggest that the schools should have secure online platforms to avoid cheating. They also add that the school management must make it clear to the students through rules that how to use Artificial Intelligence and what counts as cheating in the exams. There must be a proper check by the humans (teacher) to avoid violation of academic integrity.

## **Research Gap**

Going through many studies that are conducted about the use of Artificial intelligence in education I have felt to conduct a comparative study of technological teaching (AI teaching) vs traditional Teaching. Much research has been done on use of AI in humanities but very few address the field of literature. It is significant to bridge the gap by conducting a study on how artificial intelligence enhances the students critical thinking in literature class room in relation to the South Asian novel *The diary of Social Butterfly*.

## **Research Methodology**

The study is qualitative in nature. I have analyzed the midterm papers the students of BS 5<sup>th</sup> Semster (SBKWU) section A and B. The main concern of analysis was to compare the traditional teaching method with AI assisted teaching method and to explore which teaching method is better for student's learning and critical thinking. I have used the Reader Response theory to assess the cognitive engagement and interpretive skills of the learners.

## **Participants and Setting**

Sixty students of BS 5<sup>th</sup> SBKWU Quetta have participated in the study. Thirty from section A have experienced the use of AI in class room activities and discussions of *The Diary of Social Butterfly*. While the other thirty students from section B studied the novel *The diary of a social butterfly* through traditional teaching method.

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## **Data Collection**

Data sources included:

- Midterm exam papers of students from both section A and section B
- Teacher's observational notes from Lectures

## **Discussion and Interpretation**

### **1. Stylistic and structural Awareness**

It has been observed that the students of section A that used AI support in class were more mature in their stylistic analysis and language use. The use of structure highlighted their deep engagement with the text. Their responses were comparatively better in relation to language and structure. One of the student from section A has written in her paper that the character of social butterfly is a pure reflection of colonial mindset where speaking English was considered a virtuous thing. The students of section A exhibited awareness of language use in their responses that language is a social marker that creates a power hierarchy in a social setup.

The students of section B (who studied through conventional teaching method) on the other hand showed a superficial use of language and had structural errors in their responses. They used simpler vocabulary with a simple interpretation. Butterfly's English according to one response was a benefit of being rich and according to her because butterfly belongs to the elite class so she has to speak English. The overall comparison of Language use and structural awareness of students of both sections show that AI based learning enhances students skills in language use and proficiency .

### **2. Thematic Analysis and Understanding**

Thematic analysis is one of the main component of literary analysis. The Thematic analysis of section A was very deep and mature. They added themes like political satire, gender roles and class dynamics in their analysis. One of the student from section A has analyzed *the diary of a social butterfly* as a historiographic metafictional novel. She highlighted the metanarrative of history that is mingles with the mini narratives (stories from daily routine). Another student from section A has discussed the novel as postmodern novel in which she discussed the character of butterfly as hyper real character simulating the real elite.

Section B on the other hand has discussed the themes in a simple way. There

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discussion was mainly about themes of poor and rich, relationships, sacrifice, marriage. Many of them has just summarized the text without delving deep into the underline meanings, their analysis showed a superficial discussion of the story neglecting the psychological responses of the characters. The comparative analysis of both sections exhibit that AI based learning enhances the high order thinking skills in the readers and learners.

## **Irony and Tone Recognition**

It is observed that the students of Section A have discussed irony in detail. They have discussed the ironical tone of Moni Mohsin in sketching the character traits of the protagonist the social butterfly. they have accurately discussed the three main types of irony that is used by Moni Mohsin in the novel. Section A has discussed situational irony, dramatic irony and verbal irony along with proper references. It is also observed that they misread some on the satirical incidents and took it as simple humor without critical thinking or reading in between the lines. The observation shows the students studying with Artificial intelligence have better critical engagement with the literary text .

## **Contextual and Cultural Analysis**

The text of the diary of a social butterfly reflects the local customs ,politics and political figures and culture of Pakistani society .being the Pakistani students the students understood most of the cultural contexts .It is observed that the students of section A who used AI tools exhibited an improved understanding of unfamiliar cultural events .In contrast students of section B showed a low understanding of some of the cultural contexts .The responses of section B about the cultural events were vague and inaccurate .This leads to a conclusion that the use of AI in literature classroom has bridged the cultural knowledge gaps .

## **Key Findings**

<b>Characteristics</b>	<b>Section A (AI-Assisted teaching method )</b>	<b>Section B (Traditional/Conventioanl Teaching method )</b>
Use of Language	Good vocabulary ,academic	Plain vocabulary

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Characteristics	Section A (AI-Assisted teaching method )	Section B (Traditional/Conventioanl Teaching method )
	tone	
	Deep, in between the lines	
Thematic analysis	analysis with strong evidences from the text	Simple and general themes
Irony and tone recognition	Accurate recognition of irony and tone	Mere literal analysis misread as humor
Contextual and cultural analysis	Well balanced critique of cultural contexts	Generalized analysis of cultural contexts that is largely overlooked
Cognitive Engagement	High order Critical thinking of text (Evaluation ,analysis )	Comprehension of lower order on level of recall.

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## Conclusion

The study highlights that integration of AI in study of literature enhances student's skills on different levels. It is a significant that element must be included in the teaching pedagogy .The class room observation and written midterm papers of students exhibit the important integration of artificial intelligence in lierary studies.The AI supported section (A) shows developed high order thinking and cognitive engagement with the text .Integration of AI is the need of time .It is suggested to use AI in teaching but with proper teacher training , ethical considerations and proper rules about the use of AI so the students must take it as a support material and value academic integrity .

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