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# The Role of Integrating AI Tools with Flipped Learning Strategy to Improve Students' English Literature Competence

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**Abstract**
The significance of this study is to provide the students with learning strategies that enable them to comprehend a significant amount of literature modules efficiently, saving time and effort. This study attempts to bridge a gap in using two teaching methods by integrating artificial intelligence tools with the Flipped Learning strategy to improve teaching literature modules. The purpose of this study is to provide students with exposure to a broader range of English literature modules by integrating artificial intelligence (AI) tools with a flipped learning strategy, and to increase students' knowledge of the English literature modules. A quasi-experimental design was adopted with 27 English as a foreign language (EFL) students from the fourth grade in the Department of English, College of Arts, University of Anbar. The researchers collected data through a training program that included courses in novels, drama, poetry, short stories, and literary criticism, as well as a pre-test, post-test, and diagnostic test for the experimental group. The researchers verified the validity and the reliability of the instruments. The results revealed that there is a statistically significant difference in the achievement of students in the experimental group and those in the control group, attributed to the AI and the flipped learning strategy for the students in the experimental group. In addition, the results revealed statistically significant differences in students' achievement across the literary modules, with the novel module ranking first. This result is attributed to the students benefiting from using AI tools and the flipped learning strategy to study six novels within nine weeks. The students benefited greatly from applying the flipped learning strategy and artificial intelligence tools, which improved their knowledge in English literature modules and enabled them to study and review a greater number of literary works within the semester.

***Keywords:*** Artificial intelligence educational tools, English literature (drama, novel, poetry, short stories, and literature criticism), fourth-grade students, flipped learning strategy

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## Introduction

Teaching English literature modules such as drama, poetry, novels, literary criticism, and short stories requires significant time and effort to cover the modules (Jameel, 2023). The nature of teaching English literature modules at Iraqi universities in the Department of English is based on the fact that the teacher is the center of the teaching and learning process and the only person with knowledge of the modules (Jameel et al., 2024). Therefore, the number of literary modules taught during the academic course ranges from one to two modules, for example, one or two novels or one or two plays, and perhaps the third one is just for general information. This is common among all English language departments. Herein lies the gap, which aims to narrow it and find academic solutions to achieve the objectives of teaching literary modules in English language departments, and to work on exposing students to a reasonable number of literature modules, which in turn contributes to developing students' language and deepening their understanding of the English language culture. The goal of the study is to expose students in one semester to at least six novels instead of studying two novels, five plays instead of two plays, more than 20 poems instead of six to seven poems, and studying more than 15 short stories instead of five to six stories. It is also essential for the students to understand most theories of literary criticism, rather than limiting themselves to only a few, because of their language level as English as a Foreign Language (EFL) learners and the ideological complexity of the theories. Moreover, it is time to link these theories to the literary works that the students study. The researchers seek to achieve these goals by using artificial intelligence (AI) tools as free, open electronic educational resources. To organize student learning, the researchers believe that it must be based on a theoretical framework for the teaching and learning process to be practical and grounded in scientific theory. Therefore, the researchers proposed integrating artificial intelligence tools with the Flipped Learning strategy. Students will receive a plan with the learning objectives, enabling them to prepare the material (drama, poetry, or a novel) according to the specified steps, such as definition, core content, and characteristics.

The current study aims to explore the impact of teaching fourth-year students literature modules using artificial intelligence tools with the Flipped Learning strategy on their achievement. It also seeks to examine the effect of the teaching strategy methods on students' achievement in the novels, drama, poetry, literary criticism, and short stories modules.

To achieve the study objectives, the researchers formulated the following hypotheses:

1. There was a statistically significant difference at the significance level of 0.05 between the achievement of students in the experimental group and those in the control group, attributed to the teaching methods.
2. There were statistically significant differences at the 0.05 level in students' achievement across the literary modules: novel, drama, poetry, short story, and literary criticism, attributed to the integration of artificial intelligence tools with the flipped learning strategy.

The English language in Iraq is considered a foreign language, and its learning takes place as a subject in schools during the primary, intermediate, and secondary stages (Al-Khayyat, 2015). Then, for students who wish to learn English as a specialization, this is done by enrolling in one of the English Departments in the College of Education, the College of Arts, or the College of Languages (Habeeb & Jameel, 2023). Learning English in the College of Arts focuses on literary courses such as drama, poetry, novels, literary criticism, and short stories (Anber & Jameel, 2020). These courses differ somewhat from the English language courses in the College of Education or the College of Languages (Jameel, 2022). Based on these facts and studies, this study adopted the Flipped Learning strategy, which bases on the Constructivist Learning Theory, where students

acquire knowledge through constructs information. The learning process takes place through interaction among them. Additionally, the researchers integrated artificial intelligence tools as a free, open educational resource.

## Literature Review

The flipped classroom has a positive effect on learning the English language. The attitudes of students who study the English language using the flipped learning strategy are positive because it is characterized by ease of teaching, control of information, saving lecture time, and being more engaged in knowledge than the passive reception method inside the classroom (Lee & Wallace, 2018). However, the flipped learning strategy provides excellent opportunities to practice English, whether through written communication or direct conversation and group interaction to obtain information (Jadwe, 2024). Not all sources that students rely on are electronic; knowledge can be obtained from nearby individuals, language learning centers, or through communication with others (Shawaqfeh et al., 2024).

Fisher, et al. (2024) investigated the studies from 2015 to 2021that conducted to reveal the effect, role and the significant of using flipped learning strategy (flipped classroom), they found that the participants in these studies ranged between five to 132 and most studies used quasi-experimental design and the most common tools were pre-test and post-test to collect the data, Moreover, they found that flipped learning enhanced idiomatic knowledge, productive performance, increased students' motivation, and raised students' higher-order thinking skills. The study also found that the impact of flipped learning on learning English language skills remains largely unproven.

The use of flipped learning strategies has been widely adopted by numerous researchers and prestigious journals, as noted by Arslan (2020), who examined the benefits and challenges of flipped learning in English language learning through a systematic review of several studies in this field. Seventy-eight applied studies published in reputable academic journals and publishing houses were selected. The results of the study showed that the number of published studies on the use of flipped learning has been steadily increasing, given the importance and positive impact of this strategy on students' English language achievement and their motivation to learn. To implement flipped learning strategy effectively, Lin et al. (2023) emphasized the use of technology and artificial intelligence tools to enhance the learning process, promote autonomous learning and self-regulation, support a student-centred classroom, and foster lifelong learning.

To achieve the objectives of the current study and to support the results with studies that may agree or disagree with the findings, and for the purpose of consolidating and reinforcing the results, the researchers decided to identify studies that investigated the effect of artificial intelligence tools (ChatGPT, DeepSeek, and Gemini, DeepL) on English language learning during the year 2025, provided that the study sample consisted of university students majoring in English language. Other studies did not involve English language major, after surveying studies exclusively through the Scopus database. To clearly demonstrate the differences or similarities between these studies and the current study during the year 2025 with high accuracy, the following variables were extracted: the researcher(s)' name, the artificial intelligence tool, the purpose of using the tool, and the study sample (university level only). Table 1 illustrates this:

Table 1. *Studies conducted to reveal the effect of AI on students' language achievements*

| Author | AI Tool | Aims of Using AI | Participants | Database |
|---|---|---|---|---|
| Al Nafjan, et al. (2024) | AI writing tools | To determine how AI affects the linguistic features of student writing | 60 university students | AWEJ |
| Cotelli Kureth, et al. (2025) | ChatGPT, DeepL, online dictionaries | To develop writing assignments. | EFL students from two Swiss universities | Scopus |
| Elmotri, et al. (2025) | AI-driven Automated Written Corrective Feedback | To investigate how AI-written corrective feedback facilitates EFL writing. | 120 University students | AWEJ |
| Hwang, et al. (2025) | ChatGPT | Identify user profiles based on ChatGPT Usage Purposes and English Self-efficacy | 400 Korean EFL university students | Scopus |
| Jaafarawi (2025) | ChatGPT, Task-Based Language Teaching Approach | Improving EFL students' communication skills | EFL university students | Scopus |
| Jaashan, et al. (2025) | LLM-GPT (Language Model GPT) | The effect of LLM-GPT in reducing spelling errors through automated feedback and practice | 60 EFL University students | Scopus |
| Kohnke, et al. (2025) | Grammarly, Quillbot | Improving grammar, writing, vocabulary, and reading skills through personalized feedback and creative support | University First-year Students | Scopus |
| Neshkovska (2025) | ChatGPT | Developing writing performance through suggestions, corrections, and automated assistance | EFL university students | Scopus |
| Rovira-Esteva (2025) | ChatGPT | Enhance written production through guided activities | First-year university students | Scopus |
| Teng (2025) | ChatGPT | EFL students' perceptions of utilizing ChatGPT to seek feedback for writing | 40 EFL university students | Scopus |
| Wardat & Akour (2025) | ChatGPT, ChatPDF | Enhance materials development, personalize learning tasks, and support instructor efficiency. | 87 EFL instructors at Jordanian universities | Scopus |
| Yan (2025) | ChatGPT | Supporting writing feedback. | EFL University students | Scopus |
| Yu, et al. (2025) | ChatGPT | Investigating the effect of AI in multilingual teaching (educational interaction, student engagement, personalized learning recommendations). | 100 international students at a university in Western China | Scopus |
| Zakaria, et al. (2025) | ChatGPT | To examine how AI affects EEL university students' critical thinking and writing skills | 15 articles published between 2023 and 2025 | AWEJ |
| Zakarneh, et al. (2025) | ChatGPT | To support learners' engagement, enhance language competence, and | 301 English language University learners | Scopus |

| | | | | |
|---|---|---|---|---|
| | | increase students' positive attitudes toward usability. | | |
| The Current study: Jameel, et al. | ChatGPT and Flipped learning Strategy | Improving EFL university students' English literature knowledge and increasing the amount of literature materials. | 27 EFL university students at the Department of English, University of Anbar. | Submitted to Arab World English Journal (AWEJ) |

To support the previously studies for the year 2025 related to the role of artificial intelligence tools and by briefly returning to the year 2022, the year in which the use of artificial intelligence tools became widespread, Deng et al. (2025) conducted a survey study that included 69 academic articles published between 2022 and 2024 to explore the effect of ChatGPT on students' achievement and the development of the English language performance. The results of the study revealed that most previous research highlighted the positive impact of ChatGPT on university students. Specifically, ChatGPT enhanced their English proficiency, increase motivation to learn, stimulate interest in critical thinking, and reduce both time and effort.

In the same context, Deep et al. (2025) conducted a study that included 29 articles on the role and impact of artificial intelligence tools, published between 2023 and 2025. The study found that most of the studies confirmed the effectiveness of AI tools in improving students' proficiency in English, enhancing the four skills, and linguistic techniques such as grammar, spelling, vocabulary, translation, language functions, student interaction, and providing open learning resources.

Al-Zubaidi et al. (2024) found that university student participants in Morocco demonstrated that ChatGPT is an effective learning tool; they also confirmed that this tool has both positive and negative effects. The study also found that most participants risk using ChatGPT spontaneously without providing feedback or guidance from a supervisor. Therefore, participants expressed confusion about the use of ChatGPT in academic fields and how to use it.

Mali (2025) also conducted a survey study that included 32 articles published during 2024 and the beginning of the first quarter of 2025 in international reputable database journals with a good impact factor, to reveal the mechanism of how university students majoring in English use AI tools in writing skills. The results of the survey indicated that the ethical use of writing is essential when employing AI tools, and that these tools contribute to improving learners' creative writing and enhancing students' ability to construct sentences. The integration of artificial intelligence tools in English language learning was emphasized by Fan et al. (2024), who confirmed the necessity of identifying the challenges of AI tools when integrated into English language learning, particularly in assisting the design of lesson plans, designing supporting curricula, and ensuring equitable access to the classroom for all students through the use of AI tools. Apriani et al. (2025) conducted a study that revealed the impact of ChatGPT on improving writing skills, finding that students' use of the tool helped them formulate ideas and express them in an organized, coherent, and academically clear manner.

The study by Jaafarawi (2025) presented the integration of artificial intelligence tools in English language learning and evaluated their effectiveness. Who found that students' use of AI tools must be under the control and supervision of the instructor to ensure students do not fall into concerns of academic integrity. When AI tools were integrated with the Task-Based Language Teaching strategy, they played a positive and effective role in language learning from the students' perspective. However, the students also required the instructor's support in using these tools.

Through literature reviews, the study of Enamorado (2025) found that it was a unique one that integrated AI with the flipped strategy, as it examined students' learning of English for tourism purposes using ChatGPT as a source of information and through the flipped classroom strategy. This study, in its general tools, is similar to the current research in terms of using artificial intelligence tools with the flipped learning strategy. The study found that ChatGPT has significant importance in generating authentic and realistic materials that helped students learn terminology and dialogues related to tourism in the English language.

## Method

To achieve the aims of the study and prove the hypotheses, the participants, the instruments, and the procedures of the study are as follows:

### *The Participants*

The study adopted a quasi-experimental design with 27 male and female students from the fourth grade in the Department of English, College of Arts, University of Anbar. The total number of fourth-grade students was 33, from which six were selected as the pilot sample. The remaining participants were divided into two groups, a control group and an experimental group, using the random sampling method, by using a list of students' names, transferred the first name to the experimental group, the second to the control group, and so on. After every four names, the fifth was assigned to the pilot sample. Table 2 shows the distribution of participants.

Table 2**.** *Participants of the study*

| Groups | Male | Female | Total |
|---|---|---|---|
| Experimental | 4 | 9 | 13 |
| Control | 3 | 11 | 14 |
| Total | 7 | 20 | 27 |

### *The Instruments*

To collect data for the study, the researchers prepared two tools. The first was a training program based on integrating artificial intelligence tools and a flipped learning strategy for teaching modules in novel, drama, poetry, short stories, and literary criticism. Students in the experimental group were taught according to the proposed program, while students in the control group were taught using modern lecture strategies and a communicative approach. In addition, the researchers conducted a pre-test to ensure equivalence between the groups, a post-test to measure the impact of the teaching method on the control and experimental groups, and a diagnostic test to examine the effect of the learning methods on the outcomes of each literature module.

### *Face and Content Validity of the Posttest*

To ensure face validity, the researcher distributed the posttest to jury members who specialise in English language, applied linguistics, methodology, and e-learning. The researchers request from the members to evaluate the test. The jury members had presented some modifications and recommendations, which were taken into consideration.

To verify the content validity, six male and female students were asked to respond to the posttest questions. After conducting the pilot study, the researchers found that the posttest questions were clear and precise, and that the average exam time ranged between 45 and 50 minutes.

***The Reliability of the Posttest***

The researchers calculated the reliability of the posttest by distributing the tests to a pilot sample consisting of six students. After 12 days, the researchers distributed the same test to the same pilot sample under the same conditions. The researchers used a Pearson Correlation equation, and the internal consistency reliability value was 0.87, indicating a high reliability.

***The Procedures***

To conduct the study, the researchers identified the problem and selected the participants from the fourth grade from the Department of English, given that students in this stage have a high level of English language background, and that all literature modules are compulsory. After identifying the participants and dividing them into two groups (control and experimental), the literature and the previous related studies of the current year, 2025, were reviewed. The researchers agreed to use artificial intelligence tools such as ChatGPT, Gemini, and DeepSeek since they are readily available, accessible, and free, along with the flipped learning strategy as classification criteria. Then, six Novels, six Dramas, 15 Poems, 20 Short stories, and 10 literary criticism theories and schools were selected to be the materials of the students of the experimental group.

The goal of using artificial intelligence tools is to enable students to obtain information about literature (according to the proposed lesson plans). At the same time, the flipped learning strategy helps students understand a large body of literature through self-study (according to the lesson plan). After identifying the study tools, the researchers compiled a pre-test, a post-test, and a diagnostic test to collect the data. The researchers, each according to their specialization, then compiled lesson plans for the students in the experimental group. These plans consisted of a general structure for the novel, drama, poetry, and short story modules. The plan for the literary criticism module differed slightly from these, given the module's characteristics. The lesson plan included that students extracted the following for the Novel module: plot (events and backgrounds), characters (character details, relationships between characters, purpose of relationships, symbol that the character re-presents, role of the character), place, time, historical and political background of the place and the role of the place in the novel, social and historical context, themes (which are very important as they contain the primary purpose of the novel), narrative style, analysis style, summarizing the chapters of the novel, understanding the literary value of the novel, linking the novel as a plot to the historical contexts and social background of the writer.

The lesson plan for the experimental group students in the Drama module consists of: identify drama terminologies, the most popular plays, the most famous playwrights (different areas), the types of text (lessons, symbols, the progression of the characters, the theme of the play and the sub-themes), the characters and the relationships between them, understanding cultural background, linking the playwright's life with the plot, and focus on the main idea of the scene: "Who said it, the context, what is its lesson?"

The lesson plan for the Poem module is that the researchers asked the participants to: identify the theme of the poem, the background of the poet and thier social life and society, the era, the narrator, the nature of the poem "the tone," irony, symbols, similarity, paradox, personification, anaphora, metaphor, hyperbole, alliteration, stanza form, free verse, poetic devices, connect poetic themes with real life, simplify the poem, and discuss the portrayal of a theme or symbol(s).

Concerning the lesson plan of the "Short Story" module, the researchers asked the participants to: identify the plot, the characters and the relationships among them, the hero, the location "setting," the narrator, symbols, allegory, irony, imagery, writer attitudes and trends, the kind of conflict, the lessons, the message, and the writer's and cultural background.

Finally, the lesson plan of the "Literature Criticism" module, the researchers asked the participants to identify: criticism, textual interpretation, classical criticism, romantic criticism, Marxist criticism, feminist criticism, post-colonial criticism, catharsis, organic unity, ideological imitation, intertextuality, the most prominent critics and their theories starting from Plato to post-Derrida, historical, ethical, Marxist, and post-structuralist theories, a comprehensive understanding of the development of criticism from its inception until now, the common critical schools, linking theory to literature, understanding the most important opinions of critics, and analyzing them and linking them to literary works.

To ensure the equalization between the groups, a pre-test was prepared, and a post-test was prepared to measure differences between the two groups, if any. After implementing the experiment on the experimental group, the researchers faced several challenges, the most significant being students' anxiety about the number of modules they had to study and the diagnostic test, which was consisted of four questions per module and had a total score of 50 marks. Another challenge was how to train students in the experimental group on formulating questions appropriate for artificial intelligence tools to obtain accurate information. The nature of the questions posed by the students led to varying results, some of which were inaccurate and even vague. This depended on the skill of question formulation. Therefore, the students were trained on how to formulate questions for artificial intelligence tools, which resulted in accurate information supported by academic sources published in highly reputable international scholarly journals. The roles of the researchers were to divide the students within the class into groups, each with a leader. The lecturer (researcher) then posed the questions and provided feedback.

After completing the experiment, students in both groups were subjected to an achievement test, which included only the number of literary modules studied by the control group, as they had studied approximately a quarter of what the experimental group had learned. The students then took a test measuring their knowledge of the literary modules they had learned. The arithmetic mean of the scores was calculated, and the effect size was then calculated for which literary modules were most beneficial for understanding using the proposed strategies.

## Results

### *The Results of the First Hypothesis*

To verify the first hypothesis, which states that 'there is a statistically significant difference at the 0.05 significance level between the achievement of students in the experimental group and those in the control group, attributable to the teaching methods,' the researchers used the mean score, standard deviation, and t-values. Table 3 shows the results.

Table 3. *Participants' means scores, standard deviation, and t-value of posttest*

| Groups | N. | Mean | St. | Df. | T-Values | | Sig. |
|---|---|---|---|---|---|---|---|
| | | | | | Calculated | Tabulated | |
| Experimental | 13 | 84.39 | 5.98 | 25 | 3.39 | 2.01 | 0.05 |
| Control | 14 | 71.12 | 6.28 | | | | |

Table three shows that the mean score of the participants in the experimental group is 84.39 with standard deviation of 5.98, while the mean score of the participants in the control group is

71.12 with standard deviation of 6.28, and degree of freedom 25. Based on these results, the calculated t-value is 3.39, which is higher than the tabulated t-value, which is 2.01. This means that the first hypothesis is accepted, and there is a statistically significant difference at the significance level of 0.05 between the achievement of students in the experimental group and those in the control group, attributed to the AI and the flipped learning strategy for the students in the experimental group.

***Results Related to the Second Hypothesis***

To verify the second hypothesis, which states "There were statistically significant differences at the 0.05 level in students' achievement across the literary modules: novel, drama, poetry, and short story, and literature criticism attributed to the integrating artificial intelligence tools with the flipped learning strategy", a diagnostic test with Simulated Sectional Mean Scores and St. was used to collect the data. Table 4 shows the results.

Table 4**.** *Simulated sectional mean scores and St.d*

| Modules | **Mean Score** | **Standard Deviation** |
|---|---|---|
| Novel | 8.89 | 0.76 |
| Short Stories | 7.97 | 0.79 |
| Literary Criticism | 8.51 | 0.89 |
| Poetry | 8.12 | 1.01 |
| Drama | 7.92 | 1.07 |
| Total | 41.41 | --- |

Table four shows that the highest score is in the Novel post-test questions with mean score 8.89 which ranked the first, in the second rank is the short-stories questions with mean score 7.97 and in the last rank is the drama with mean score 7.92, these results are derived from students' marks on the post-test, they get the highest marks on the questions of the novel. The overall achievement is 41.41, which is considered very high out of 50. These results revealed that the second hypothesis was accepted, showing statistically significant differences at the 0.05 level in students' achievement across the literary modules. The novel module ranked first, as students benefited from using AI tools and the flipped learning strategy to study six novels in depth over a nine-weeks.

**Discussion**

This study aims to benefit from the results and serve as one of the factors that bridge the gap between theory and practice, as well as within Iraqi literature, regarding the role of artificial intelligence tools and the flipped learning strategy. The following is an interpretation of the results of the first and second hypotheses.

The statistical results showed that participants who used artificial intelligence tools and the flipped learning strategy had a higher understanding of English (British and American) literature materials than students in the control group. Although students in the experimental group studied more literary materials than students in the control group, their answers were accurate, organized, and provided precise details. In contrast, the answers of the control group lacked precision, were characterized by weak language that was not convincingly literary, and were also brief. Accurate, diverse, evidence-based, and academically structured answers were provided to the students in the experimental group, who were trained to derive information from AI tools. The answers of the students in the experimental group were professionally formulated, resulting in rich, accurate, and well-organized responses, characterized by clarity, precise information, and a refined literary style.

Students' enhanced recall of this information is attributed to the positive impact of the flipped learning strategy, where each student prepared the literary material according to the study plan. This result is consistent with the results of Fisher, et al. (2024), who found that the flipped learning improves students' language performance and increases students' motivation, also consistent with the study of Arslan (2020), who investigated Seventy-eight applied studies conducted to reveal the role of the flipped learning strategy and found that it has a positive impact on students' English language achievement.

The lesson plan covered all the literary elements for each module, depending on the nature of the scholarly material. This is due to the inherent complexity of the subject matter. The nature, elements, and objectives of the Novel modules differ from those of poetry, drama, short stories, and literary criticism modules. Therefore, the researchers, over the semester of the experiment, provided students with diverse study plans. When students extracted literary elements from AI tools, they reformulated them in their own words. This finding is supported by Apriani et al. (2025), who measured the effect of using ChatGPT on students' academic writing, summarizing skills, and achievement. Therefore, learning was effective, the speed of completion was exact, and the teaching time- and effort-efficient. Self-learning aims to achieve precise and lifelong learning. This is supported by the study of Kohnke et al. (2025), which found that AI improved grammar and writing skills through personalized feedback and intrinsic motivation, leading to independent learning and self-regulation.

The researchers noted that students' preparation for literary subjects, based on lesson plans, was organized, precise, and detailed (metacognitive), consistent with the subject's background, and linked events in a coherent and understandable sequence. This finding is consistent with the results of Wardat and Akour (2025), who found that ChatGPT enhanced materials development, personalized learning tasks, and supported instructor efficiency. Furthermore, Yu et al. (2025) reported that ChatGPT has a positive effect on students' engagement and personalized learning. For example, students meticulously and clearly organized the relationships between the novel's characters, and the network of interconnected relationships was carefully planned from the beginning to the end of the plot. This precise explanation is lacking in lectures given by professors, as the learning process is influenced by numerous external variables that impact education. For example, when a professor explains a play such as Hamlet, s/he defines characters according to their appearance in the play, and their roles are based on the sequence of their appearances. Therefore, students' confusion over the importance of a character's role is dispersed throughout the play's events, requiring significant effort to capture the character's relationship with the other characters and their influence on the events.

However, information extraction must be conducted according to scientifically sound controls and plans to ensure accurate information is obtained. The role of the professor is to guide, develop, motivate, and provide feedback that enriches the learning process. Thus, students acquire raw information from AI tools as a free e-learning resource, as well as from the professor's experience, who disseminates, refines, and re-presents the info. In turn, students retain this knowledge for life, achieving effective learning. This finding supported by Stan, et al. (2025), who found that the use of AI tools supported by lecture's feedback, enhanced real-time practice, continuous learning, task organization, and learning management.

Moreover, the plot in a novel is straightforward and often at the forefront of the story. The characters' connections and relationships are straightforward. Furthermore, the symbols, setting, and time period in the novel often correspond to reality, being drawn from the author's context

and reflecting the social, historical, and political aspects. The narrative style also facilitates understanding the events, morals, and other messages of a novel. All of these factors helped students answer the post-test questions precisely, distinguishing their studies in the novel from other literary modules.

These characteristics also apply to the short story module, which exhibited the same characteristics, but in a reduced form. Therefore, students' scores were high on the short story questions, and the arithmetic mean for their answers came in second rank after the novel module.

The researchers believe this result is because the short story module features numerous stories, multiple characters, and numerous events. However, the students excelled in understanding the stories and the objectives of studying the short story module. This attributed to the role of artificial intelligence tools in presenting the scientific material in an interesting way, the method of studying the material using flipped learning, and the role of the professor in refining and crystallizing the scientific material, providing feedback, and providing students with material that distinguished by academic experience. This approach added spirit to learning English literature. It transformed it from a rigid subject into one that touches the soul of the learner adding the beauty of English literature, motivating students to be creative in it, and making it a spirit that inhabits the bodies and lifestyle of the learners, and a means that refreshes their feelings and motivates them to learn the English language enjoyably way. These results are consistent with those of Alnsour et al. (2025), who found that learning was most effective when learners engaged with an interesting learning method. They also reported that university students successfully used ChatGPT and achieved high scores in English performance. In addition, Jaafarawi (2025), found that AI improved communication skills due to the usefulness of AI in learning English modules.

### *Pedagogical Implications*

Acquiring new information is not an easy task, regardless of the learner's intelligence level (Al-Khayat, 2015). There is no such thing as a lazy or diligent student (Ameen and Sayil, 2023). The rate of learning, the acquisition of new experience, and changes in learner behavior depend on many factors, most notably the level of attention, learning from reliable sources, and an engaging learning style (Yaseen, 2020). When students used the flipped learning strategy, it enabled them to focus on the material and to replay, review, and even summarize it in their own words. This significantly reduced anxiety about acquiring new information. Numerous studies (Habib & Jameel, 2023; Ibraheem et al., 2025; Jameel, 2022; Shukur & Sayil, 2020) have proven that lower anxiety levels are closely linked to higher achievement rates. When the teacher provided feedback, the learning process became more entrenched and sustainable, as confirmed by studies by Bobkina et al., 2025; Jadwe, 2020; and Ravandpour et al., 2022.

## Conclusion

The results showed that learning using the flipped learning theory for all literary subjects (novel, drama, poetry, short story, and literary criticism) played a significant role in saving time and effort, while also enabling exposure to a large number of literary texts, which are essential needs that students pursuing a bachelor's degree in English literature must be equipped with. The students' self-learning efforts were supported by following the steps of the lesson plans and extracting information from artificial intelligence tools, after facing several difficulties in obtaining accurate and comprehensive information. This was addressed by training the students on how to formulate questions in an academic manner to obtain highly accurate, organized, and

well-structured information from AI tools. The phrasing of the question significantly affected the quality of the answer that AI tools provided, and students frequently encountered cases where the source provided by the AI tool was hypothetical.

The students benefited greatly from applying the flipped learning strategy and artificial intelligence tools, as the number of novels reached six, and the number of plays reached six as well. Regarding poetry, the students studied more than fifteen poems in depth, as well as more than twenty short stories with all their details, in addition to exploring most of the theories and schools of literary criticism from their inception to recent times.

In light of these results, the researchers recommend that university professors in English departments use artificial intelligence tools integrated with learning strategies so that learning occurs within a scientific, academic, and theoretical framework that adds scientific value and benefits to the learner. The information obtained by the students should be under the management and supervision of the professor, and the use of feedback should be emphasized, as it is the essence of the learning process.

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