

BEYOND THE TRADITIONAL PARADIGM: RE-ENVISIONING ENGLISH LITERATURE PEDAGOGY THROUGH AN AI-TPACK FRAMEWORK IN SOUTH PUNJAB UNIVERSITIES ALIGNED WITH SDG 4

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Abstract

This qualitative study focuses on the use of artificial intelligence (AI) as a pedagogical tool in teaching English Literature in South Punjab Public Sector Universities, the two major divisions of South Punjab Pakistan, Dera Ghazi Khan and Multan. The study fills a fundamental epistemological gap within the academic literature that is largely focusing on the STEM fields and Global North systems and structures; the study explores AI as a catalyst in pedagogy in the field of the Humanities. It combines the Technological Pedagogical Content Knowledge (TPACK) model with five specific SDG 4 goals such as Target 4.3 (equitable access to higher education), Target 4.5 (elimination of educational discrimination), Target 4.7 (education for sustainable development), Target 4.9 (expansion of higher education scholarships), and Target 4.a (increase in qualified teachers), that are the key target components of SDG 4 quality education.

The qualitative data was collected using a semi-structured, qualitative interview protocol involving a purposely stratified sample of 20 English Literature faculty members (10 male, 10 female; 10 from Dera Ghazi Khan, 10 from Multan) and followed by six phase thematic analysis using NVivo 12 Pro. It has found four general themes, namely: (1) Demographic Context and Institutional Realities, (2) AI Tools and Faculty Perceptions, (3) Operationalisation of the TPACK Model, and (4) Systemic Barriers to SDG 4 Awareness. Results confirm an emergent AI-TPACK theoretical framework and produce aimed policy suggestions to the Higher Education Commission of Pakistan. Most significantly, the study predicts that, in South Punjab-under-resourced situations, AI adoption does not and will not ameliorate educational inequity but, instead, makes it antithetical to the fundamental requirements of SDG 4, unless supported by an essential infrastructural redress. Future studies might follow the longitudinal influence of Humanities-based TPACK, compare the use of AI-TPack in the Global South, and generalize research to encompass the use of both the private and rural institutions in Pakistan.

1. INTRODUCTION

1.1 Background of the Study

Artificial intelligence (AI) has now introduced a paradigmatic change in the higher education sector across the globe and induced a shift in the teacher-centered paradigm of learning towards interactive, technologically mediated learning settings (Holmes, Bialik, and Fadel, 2019). The generative AI (GenAI) has now risen beyond the primitive computational capabilities and abilities and proved itself to be skilled in natural language generation, semantic parsing and contextual synthesis (Brown et al., 2020) in a manner that can profoundly transform the epistemic landscape of the inquisitive. In the context of literary research, AI technologies, such as algorithms of the natural language processing and machine learning-based textual analysis systems, could provide incomparable opportunities to decode the stories, to offer the historical periods a context, and to engage in an interaction rich and pedagogical (Burdick et al., 2012). They are able to imagine thematic difference in large literary collections, simulate historical dialogs, and can act as interactive Socratic dialogs (Jockers, 2013).

The adoption of these technologies however, is not equally spread among the educational ecologies of the world. Even though the normalisation of AI in Digital Humanities programmes has been rapid in the Global North in elite universities, universities in the Global South, especially in Pakistan, are grappling with a tangled web of infrastructural and pedagogical inhibitions. It is not merely a digital divide of access to hardware, but an epistemological divide which defines access to digital knowledge-making (Warschauer, 2004). Historically, the transmission-based pedagogies system, in which the institutions of higher learning in South Punjab have traditionally been defined, is typified by the fact that the critical hermeneutics and reader-response theory has been eclipsed by simple memorisation of historical context and thematic summary. Implementation of AI in the given scenario is a paradigm shift of educational change, but a threat of further perpetuation of current inequities in education is also a major threat that is not strategically

planned in terms of instructional design (Selwyn, 2016).

1.2 Statement of the Problem

Even though the institutional regulations regarding the digital transformation have been mobile, the issue of how the prescriptions are going to be implemented in the micro-level of the classroom praxis is a rather debatable one. South Punjab has a very high discordantism of policy visions on the macro level and the pedagogical realities on the micro level. It is more likely that monolithic approach to digitalisation will be applied to the institutional policies, which do not reflect the realities of the regional differences. The nature of university education in Pakistan is marked by mechanical recycling of instructional means of teaching that are not well adapted to address the modern demands of pedagogy (Khalil, Baig, and Javed, 2023). The fact that no qualitative empirical work on the implementation of AI in non-STEM courses, i.e. English Literature, in under-resourced schools has been done also complicates it (Zawacki-Richter et al., 2019).

To be more precise, Humanities are based on subjective interpretation, fruitful ambiguity, and emotionality - the field where the utility of AI is a highly questionable issue (Kovanovic et al., 2018). This implementation of AI is likely to remain as a system of exclusion, but not egalitarianism, exclusionary, but not egalitarian, which, in reality, will be directly contrary to the expectation of inclusive and equitable quality education (United Nations [UN], 2015) without the context-specific, qualitative lens of the perceptions of faculty and institutional barriers. However, it is not a technological failure, it is an extremely critical pedagogical and policy incompatibility: the faculty must produce 21st-century learning outcomes within institutional infrastructures, which are technically pre-digital (Czerniewicz, 2015).

1.3 Purpose of the Study

The present qualitative study is a critical literature review of the pedagogical assimilation of AI in instruction of the English Literature in the institutes of higher learning South Punjab Public Sector Universities. The analysis re-articulates the classical pedagogies in the interaction of AI, TPACK model and

normative SDG 4 principles to the elucidations of the South Punjab context of education based on the rigorous thematic analysis of the faculty perceptions. The work is not merely a shallow awareness study of AI but it is also a test to epistemological beliefs, which teachers are in possession of with respect to the generation of machine knowledge in the Humanities.

1.4 Research Objectives

1. To explore the faculty perception of the effectiveness and the issues of the AI tools in the paradigm shift of Traditional-learning in South Punjab Public Sector Universities.
2. To explore TPACK framework operationalisation in South Punjab Public Sector Universities AI mediated literary pedagogy.
3. To examine the systemic barriers to SDG 4 awareness using AI integration of under-resourced universities in South Punjab.

1.5 Research Questions

1. What is the perception of the faculty of English in South Punjab Public Sector Universities regarding the impact of AI tools on the engagement and comprehension of the literature by the students?
2. What does TPACK framework functions in practice when the teachers are incorporating AI in teaching literature?
3. What are the system-wide challenges to the awareness of AI-infused pedagogy in line with SDG 4 targets of inclusive and equitable quality education in South Punjab?

1.6 Significance of the Study

There are three scholarly contributions of the paper. Hypothetically, it expands the TPACK model with an empirical development of a new AI-TPACK conceptual framework of the infrastructural foundations of the Global South practitioner epistemologies rather than the Western-centric models that presuppose parity. Pedagogically, it creates critical AI literacy in traditional Humanities curricula, and re-articulates the pedagogical focus of passive content reception to active, dialogic learning and provides a less insistent counter-narrative to the STEM-based AI-in-education story. Its utility creates locally-informed policy guidance, which is empirically informed and offers an

analytically generalisable model to the administrators of higher education who work in a similar educational environment and have to handle the challenges of digital transformation with the limited resources of their structure.

1.7 Delimitations

The study is limited to undergraduate English Literature courses in the Public Sector universities in Multan and Dera Ghazi Khan. It only listens to perception of faculty and epistemological positioning relative to AI without taking into consideration actual student performance metrics, quantitative achievement metrics and institutional budget metrics. No distinction is made in the text between particular proprietary AI models and AI is called on as a conceptual term in the pedagogical discourse. It is possible to make analytical and not statistical extrapolation of findings to similar under-resourced Humanities education situations in the Global South.

2. Literature Review

2.1 Theoretical Framework: TPACK, Contextual Knowledge, and AI Convergence

The conceptual framework that the study will be examined is Technological Pedagogical Content Knowledge (TPACK) developed by Mishra and Koehler (2006). TPACK presupposes that effective educational technology integration is associated with non-hierarchical, dynamic, intersection of three primary knowledge areas Technological Knowledge (TK), Pedagogical Knowledge (PK) and Content Knowledge (CK). The paradigm, which has applied relatively fixed technologies such as interactive whiteboards, needs a significant theoretical advancement in the era of AI. The radical effect of AI on the content of literary studies is that it provides instant algorithmic text understanding, and simultaneously makes it important to create new pedagogical frameworks that would allow avoiding cognitive offloading and ethical relations.

The most recent theoretical advances have contributed to the improvement of the TPACK framework by introducing Contextual Knowledge (XK) as an independent eighth knowledge domain formally (Petko, Mishra,

and Koehler, 2025). This amendment recognizes that TPACK is a context-dependent teacher knowledge as well as explicit knowledge of learning environments. XK enables the teacher to discern the situational cues, individualize the instructional delivery so that it responds to contingent demands, and plan strategically how to use technology at both a micro- and macro-level of classroom dynamics and educational policy. To establish an operationalised AI-TPACK framework, in the

specific case of English Literature, teachers must consider AI a prompt (TK), establish tasks where AI is a co-locutor (PK) and evaluate AI-generated analyses against the existing academic discourse (CK). The incompetence of the faculty is not always the weakest area of TK in the Global South contexts; a systemic impact of the lack of access and training is often the reason (Tondeur et al., 2017).

FIGURE 1: AI-TPACK FRAMEWORK

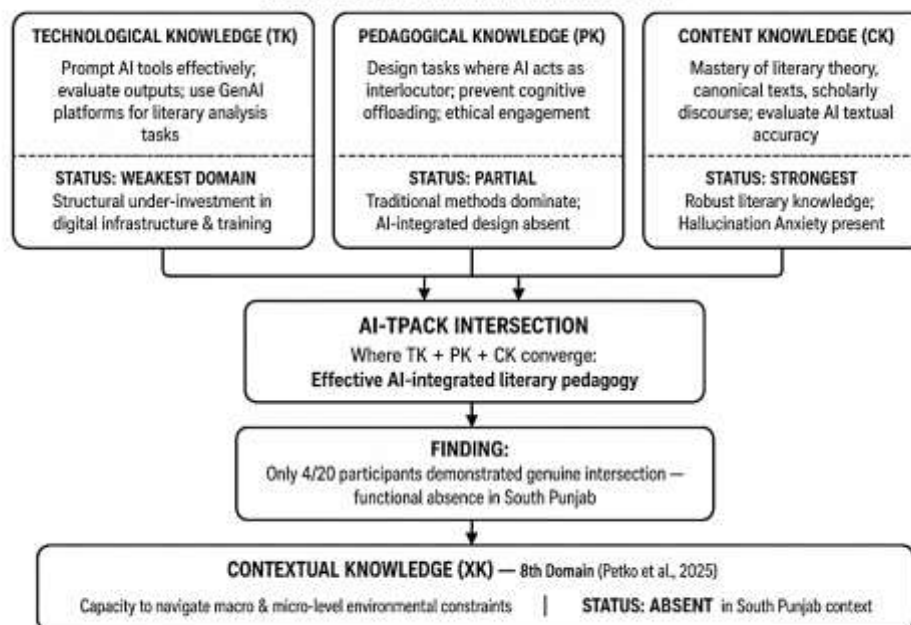


Figure 1. AI-TPACK Framework: domain definitions and observed integration status among South Punjab English Literature faculty. Adapted from Mishra and Koehler (2006) and Petko et al. (2025).

2.2 AI in the Humanities: Moving Beyond STEM Determinism and Identity Tensions

The present discourse of AI in higher education is very deterministic in STEM, not always including the Humanities and with the assumption of universal technological solutions (Bozkurt et al., 2023). Literary interpretation is not a problem-solving exercise that has two solutions; it is a subjective, affective and hermeneutically problematic practice. It has been demonstrated by the Digital Humanities movement that AI technologies like natural language processing, sentiment analysis, machine learning can be used to do the more sophisticated textual analysis (Jockers, 2013; Hockey, 2004), and enable the work with large corpora that cannot be analyzed by close

reading. However, despite the potential, the faculty of Humanities tends to have an algorithmic anxiety, which is always suspicious of the possibility of AI to find the affect, ambiguity, irony, and subjective nuances in literary works (Kovanovic et al., 2018).

Teacher professional identity is intricately connected with this fear. Recent qualitative studies affirm that TPACK framework can be used to explain knowledge areas, but it fails to take into account the core position of teacher identity in making instructional decisions and integrating technology (Stephens-Himonides and Young, 2025). In the example of the Literature faculty discussing the question of whether algorithmic text generation is a legitimate interpretation of literature or a

statistical sham (Farooq and Grudin, 2016), they are experiencing identity friction as the functions of maintaining the literary canon are in conflict with the destructive force of AI. Any attempt to embrace AI will probably fail unless identity constructs Content Identity, Pedagogical Identity, Technological Identity are implemented as one of the elements of the TPACK model because the resistance is frequently a defence of the professional selfhood rather than just a lack of knowledge (Stephens-Himionides and Young, 2025).

2.3 The SDG 4 Imperative in Higher Education

The need to ensure inclusive, equitable, and quality education and promote lifelong learning is present in SDG 4 (UN, 2015). Quality of Education and Quality Education should be separated with a crucial distinction as the SDG 4 does (Nogueiro and Saraiva, 2024). Quality of Education entails the inner processes, resources, management, and the teaching methods, comprising the experiences in education. Quality Education (SDG 4) is a more radical, more transformative pledge: a holistic, human-centered pledge that the education is accessible, relevant, and equitable to all, and long-term aims at equity in society, economic growth, and empowering individuals (Nogueiro and Saraiva, 2024). This distinction transforms the measurement of AI integration as an internal process measure to a generic equity measure.

A complicated digital divide spanning hardware accessibility, internet accessibility, digital literacy, and the capacity to critically evaluate the digital products impedes the accomplishment of SDG 4 in the Global South (Warschauer, 2004). This mindless use of AI technologies in under-resourced educational environments is likely to render SDG 4 an equity necessity into a digital exclusion device (Trucano, 2016). Without addressing the underlying inequity through AI, the risk is that AI will lead to institutionalisation of two-level system in which better-endowed institutions will keep improving, and under-endowed institutions in South Punjab will be further marginalised.

2.4 Pedagogical Realism in South Punjab

Teacher-based and transmission-based pedagogies have defined the pedagogies of South Punjab Higher education. This is also mirrored in the English Literature department where over dependence on rote memorisation exists and there is no room to question and ask critical questions as well as to apply modern literary theory to practice. The existing empirical literature concerning courses in English based in Pakistani universities suggests that the course material is frequently idealised, having no practical implementation; exposure to communicative competency is frequently restricted to reading and writing with no practical implementation; and technical skills is frequently taught in a strict sense (Khalil et al., 2023). Better still, this pedagogical stagnation cannot be blamed on faculty shortage itself, but systemically in response to overcrowded schools, libraries that are not over-invested and examination regimes that promote memorization as an option to critical thinking. The aspect of introducing AI that does not bypass the structural incentive of rote learning is to make sure that technology does not succeed.

3. Research Methodology

3.1 Research Design and Epistemological Positioning

The research design that was adopted in this study was qualitative research design that followed constructivist epistemology (Creswell and Poth, 2018). The approach has been selected in good taste to capture the complexity, subjectivity of the realities of faculty members who have to negotiate with the advent of AI in under-resourced learning institutions. The question of how and why of elements of faculty acceptance or resistance to AI can be explored using qualitative lens to generate the contextually rich data that the quantitative tool cannot generate. The semi structured interview method was particularly appropriate in the case because the study required the reasonability of the situation to make the participants give the information in an open fashion since they were working in hierarchical organizations within the government sector. No quantitative, statistical statements are made, all the results can be interpreted and generalised analytically.

3.2 Population and Sampling Strategy

The target population was the faculty members of English Literature in the existing universities in South Punjab which were in the public sector. The sampling procedure was purposive and stratified and 20 subjects were stratified on two factors; gender (10 males and 10 females) and geography (10 of Dera Ghazi Khan and 10 of Multan). This stratification offered a demographic equity and also high cross-regional representation, which allowed comparative thematic analysis of two hubs, which were educationally different.

The sample size was concluded based on data saturation principle. According to Guest et al. (2006) where saturation was operationalized, initial coding of first 18 responses revealed no further topics or subtopics in the next two responses, indicating thematic saturation at $n = 20$, as would be expected of a homogenous purposive sample in qualitative analysis.

3.3 Data Collection Instrument

Semi-structured interview protocol was used to gather primary data through the use of a digital, anonymised Google Form - as opposed to face-to-face interviews, to ensure the highest level of participant anonymity, minimise social desirability, and enable respondents to be truthful when discussing institutional shortcomings. There were four items in the tool, and each was in line with the theoretical pillars of the study:

Section 1: Demographic and Institutional Information (gender, qualification, teaching experience, location).

Section 2: Pedagogical Perceptions of AI - locating GenAI in literary studies, the dangers of cognitive offloading, and AI possibilities to read affectively, and assessment implications.

Section 3: Operationalisation of TPACK - TK proficiency in AI prompting, CK assessment of AI textual accuracy, PK strategies to study with AI, and intersection or absence of TPACK.

Section 4: Localised Awareness of SDG 4 - democratisation vs. stratification; infrastructural barriers like load-shedding; gender equity in digital provision; sufficiency of professional development; and humanism.

The face and content validity was established by getting the instrument reviewed by two subject matter experts in the field of educational technology and English Literature before the administration.

3.4 Data Analysis: Thematic Analysis Procedure

The textual data were imported in NVivo 12 Pro and analysed using the six-phase protocol of thematic analysis by Braun and Clarke (2006) that inductively and deductively codes data in an iterative process. Open coding revealed recurring patterns that were further broken down into axial codes and reduced to four themes. NVivo 12 query was used to identify semantic patterns and latent meanings by using word frequency, text search and matrix coding query. Negative case analysis was employed in the analysis to identify the presence of disconfirming evidence to minimize the impact of confirmatory bias. Figure 2 below visualises the process of thematic analysis and NVivo 12 node architecture.

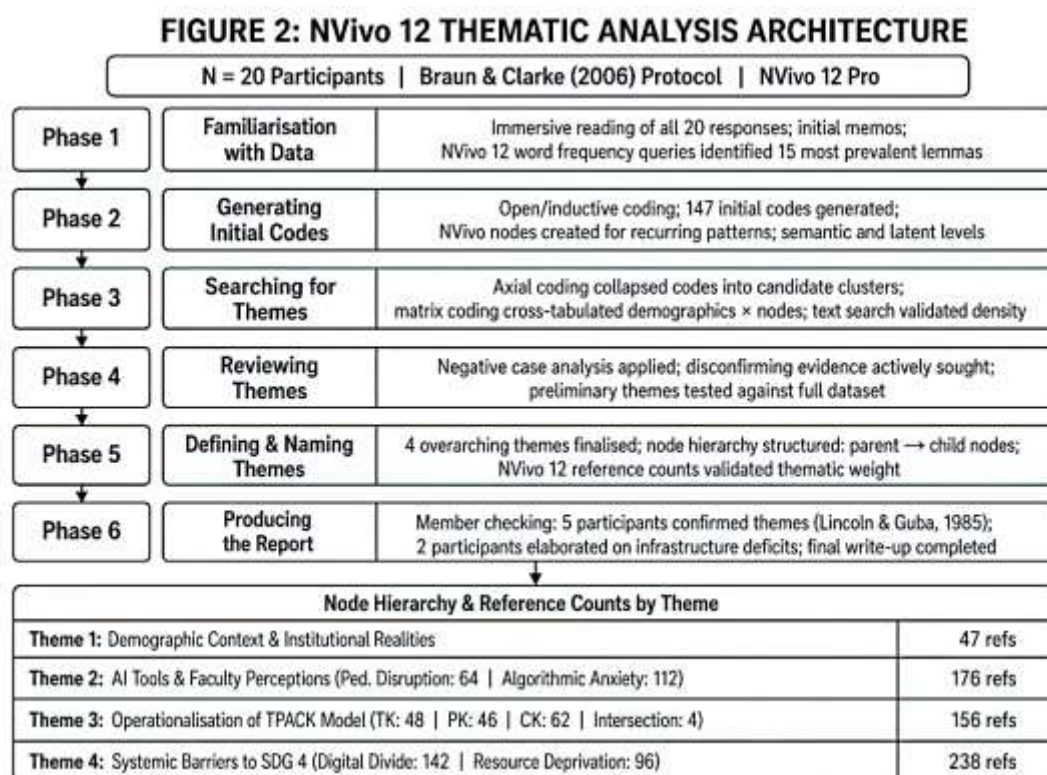


Figure 2. NVivo 12 thematic analysis architecture: six-phase process flow, node hierarchy, and reference counts by theme (N = 20 participants).

The trustworthiness was ascertained through member checking (Lincoln and Guba, 1985). The synthesised theme summaries and representative coded extracts were sent to five participants with different demographics in a follow-up email. The five testified that interpreted themes were correct accounts of the experiences they had. The process generated even more data richness: two respondents gave more details about infrastructure deficits and those were included in the final analysis to augment the confirmability and transferability.

3.5 Ethical Considerations

Ethical standards were followed closely in the study. The participants were engaged with informed consent that was obtained digitally with the help of the first part of the Google form. All the information was retained confidential: no name, email address, or personally identifiable information was collected or stored during the analysis. The entire data processing and reporting involved all participants with an anonymous code (P01-P20).

4. Findings and Thematic Analysis

4.1 Theme 1: Demographic Context and Institutional Realities

The first NVivo 12 word frequency searches came up with the most frequent lemmas in the data set, including infrastructure, internet and unsupported that were ranked the highest in the top 15, which is very shocking considering that the demographic section indicated an advanced academic qualification (doctoral and post-doctoral). The demographic seniority cross-tabulated with the node Institutional Support showed that the bulk of the coding at the node IT policy pertaining to child (47 references) was done by the faculty with more than ten years of experience. One man of DG Khan (P14) was the most vehement to explain this paradox: I teach in a digital desert, PHD, smart-board in our department is broken 2 years ago and Wi-Fi in the university is a lie.

The given observation confirms that the demographic capital (high qualifications and teaching experience) is not able to protect a faculty in the under-resourced context of the

public sector. Infrastructural deficit does not hinge on human capital, which supports the thesis of Czerniewicz (2015) according to which the digital divide is a structural phenomenon in the academic environment of Global South. It was high qualification with fractured technological ecosystem that players had continually termed as a core institutional betrayal.

4.2 Theme 2: AI Tools and Faculty Perceptions

A highly bifurcated structure of this theme was obtained with thematic analysis. Pedagogical Disruption node has accumulated 64 references where faculty saw the possibility of AI disruption of the paradigms of rote-learning. One of the female Multan teachers provided a very common aspirational attitude (P03):

P03, Multan, Female, wrote: AI can be the Socrates whom our students must leave behind the recollection of themes and start to challenge texts.

Nevertheless, the most densely coded node of this theme with the largest number of references was the Algorithmic Anxiety (112 references). This node was extremely clustered with the use of affect-laden lemmas in text search queries on NVivo. Faculty was also requesting the hermeneutic power of AI to respond to the ontological characteristics of the literary meaning. P03 explained this tension by: One of them said: AI can summarise, but not to experience the tragedy of Hamlet. - P03, Female, Multan.

These reactions are indicative of stakes-heavy tensions of teacher identity wherein the humanities faculty upholds its content identity and its professional self-image towards what they perceive as an encroachment of algorithms (Stephens-Himionides and Young, 2025). At the same time when transmission pedagogy has already rendered literature itself critically vital, AI is not some kind of pedagogical saviour, but it may be one of the few remaining humanistic questions, to the extent that it is used as a simple automated summarisation device (Khalil et al., 2023).

The 17/20 participants (85%), turned on child node Cognitive Offloading. P08 (Multan, male) raised this concern with certain urgency:

Students who cheat using it are not being intellectually challenged by the task of interpretation. It is not a kind of assistant it is a support of the intellect which is shrinking.

These results concur with the qualitative studies that have deployed integrated TAM-TPACK-GenAI frameworks that show that although faculty may have the capability to waive the utility of AI in theory; reflective attitudes of using AI are mediated by deep-seated fears of authenticity, agency and academic integrity (ElSayary et al., 2025).

4.3 Theme 3: Operationalisation of the TPACK Model

NVivo 12 was used to create a hierarchical structure of nodes based on the TPACK domains, thus exploring the degree of faculty integration of technology knowledge. Thematic coding revealed that deep disjunction at the intersection of domains exists. Technological Knowledge (TK) had produced 48 bases of minimal understanding of AI tools and a desperate desire of operational literacy - specifically, on-site engineering and output evaluation. Content Knowledge (CK) produced 62 references: the faculty of literature was quite confident in the theory of literature, but had persistent doubts about the accuracy of the texts produced by AI, coded in Hallucination Anxiety. The 46 references were designed as Pedagogical Knowledge (PK); its node Traditional Methods overlaps with PK to a considerable extent, which has led to a lack of novel ways of combating pedagogical stagnation and a lack of solutions to instructional design based on AI.

But the most important is that, the parent node TPACK Intersection - the intersection of all the three domains in dynamic state - was mentioned positively only 20 times by 4 participants. This observation is empirical that operationalisation of true AI-TPACK is not operational in the sample. The most significant barrier was the child node Lack of Discipline-Specific Training (38 references): the faculty think that AI is a foreign agent to academic dishonesty but does not belong to a pedagogical tool, simply due to the lack of specific AI Pedagogy programme in their schools. These aspects (TK, PK and CK) are not the only ones that have to be effectively integrated (Petko et

al., 2025) but also Contextual Knowledge (XK) - the ability to behave on the macro and micro-levels of the environment. The lack of XK and the particular training has created a blank pedagogic imagination on AI in South Punjab literature classrooms.

4.4 Theme 4: Systemic Barriers to SDG 4 Awareness

The references with the highest number were 142 in Digital Divide. The comparison between the Geography vs. Infrastructural Deficits Matrix code showed that the respondents of DG Khan gave negative mentions of broadband stability and load-shedding 30 per cent more than Multan respondents. Intersecting cross-referential queries which included Resource Exclusion and Device Access revealed a separate sub-theme of Institutional Resource Deprivation (96 references) in which faculty

reported the lack of AI-enabled computer labs and insufficient institutional supply of broadband. P19 (DG Khan, male) generated the most analytically meaningful reference of this theme:

This forced use of AI would be punishing the already overworked departments. What would a students do with generative AI when the Wi-Fi at the university is out in three days? Our two tier educational system is developing and contravening any principles of equal education. This witnessing combines the most significant qualitative research result: the AI requirements are equity violations, in the absence of the underlying infrastructure. This type of convergence of lived experience renders AI integration not a channel of SDG 4 awareness, but a possible driver of systemic educational exclusion. The figure 3 below illustrates the SDG 4 barrier pathway.

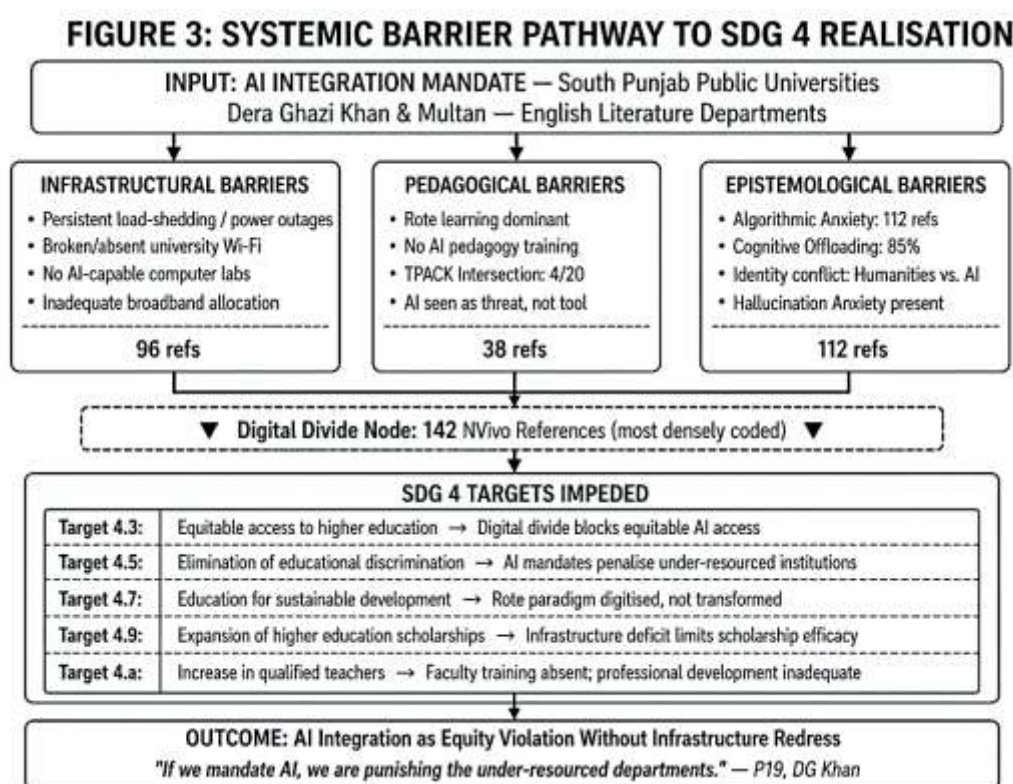


Figure 3. Systemic barrier pathway: how infrastructural and pedagogical constraints in South Punjab impede awareness of SDG 4 targets (UN, 2015). Node reference counts from NVivo 12 thematic analysis (N = 20).

5. Conclusion

5.1 Findings

The results imply that the use of AI in non-STEM fields in the Global South requires a

reevaluation as soon as possible. The qualitative data helps in the fact that although there is the hypothetical possibility that AI will break the rote-learning paradigms in the South Punjab

English Literature departments, the structural and epistemological barriers to operationalisation in practice are crippling the practicalisation of the concept. The thematic analysis raises three interpretive threads, which are connected to each other.

Firstly, the identified dichotomized views of the faculty of the Theme 2 group reveal that the absence of the necessity to introduce AI is not a gap worth knowing but a response to asserting their identity (Stephens-Himonides and Young, 2025). The South Punjab faculty label algorithmic anxiety in connection with the ontological threat of AI to the humanistic values, the destruction of the affective space of the literary education. Such findings are accounted by the premises of the qualitative literature since the concept of algorithmic anxiety is already pre-programmed within the context of already-crowded pedagogical space: in a space where the memory of literature as meaningless action already kills the life of critique (Khalil et al., 2023), AI is perceived as the death-knell, rather than as the catalyst to a renaissance.

Secondly, the inability to operationalise TPACK (Theme 3) can be seen as the obstacle to the techno-utopian ideologies according to which the inundation of technology is all it takes to change pedagogy. Technology simply computerises poor practice without radical redesign of pedagogy. That 4 out of 20 respondents had actual TPACK intersection pain paints a dark picture of the lack of localised, Humanities-specific faculty development. Contextual Knowledge (XK) is the other dimension that the teachers will be tasked to negotiate their situated environments as suggested by Petko et al. (2025). The faculty should be offered clear information on how they can use AI to, e.g., to create ways of counter-critical approaches to canonical text - that support, not displace pedagogical discourse.

Third, policy facts of infrastructures of Theme 4 are a contra narrative of bracing to utopian arguments of international educational technologies policies. The qualitative and comparative cross-national investigation proves that the rise in educational funding, not directed at a particular failure in the system, including electricity, internet and computer

connection, will inevitably fail to enhance the output in the learning (Albert et al., 2023). The example of Dera Ghazi Khan and Multan empirically proves this statement: the educational institutions will be supposed to ensure that the infrastructure necessary to connect with AI platforms are distributed evenly before teachers can apply AI to the process of education.

5.2 Recommendations

The following recommendations are suggested to key stakeholders:

- **For University Administrations**

TPACK training based on discipline needs to be offered to humanities scholars at universities, to address the problem of technological competence and teacher identity. The digital literacy should be generic, but instead AI tools should be incorporated in literary pedagogy. Significant adoption can be supported institutionally, including reduced workload and time to experiment.

- **For Curriculum Developers**

The curriculum must incorporate critical digital literacy modules that enable students to learn to engage AI as a scaffold of thought, rather than an answer tool. The emphasis should be on the evaluation of bias, identification of limitations, and improvement of analytical and interpretative skills.

- **For Policy Makers (Reform in Assessment)**

The policy makers should promote process based assessment models, which focus on argumentation, critical thinking and construction of interpretations and not on the end products. This will lead to actual learning and the technology will be used to aid thinking rather than a road to success.

5.4 Future Research Directions

Future studies may consider considering the use of longitudinal research to track the long-term effects of applied Humanities-based TPACK interventions to the epistemologies and practices of the classroom among faculty members. The latter is a comparative qualitative study of the adoption of AI-TPACK within the context of other similar Global South (e.g., the sub-Saharan African and South

Asian University systems) would represent a step towards an international paradigm of AI in the Humanities. To get a sneak preview of the Digital Humanities situation in Pakistan, it would be more ecological to expand the geographical scope to include the universities of the privatized sector, as well as the Pakistani rural colleges.

5.5 Conclusion

The introduction of AI in the English Literature classroom in South Punjab is not a technological implication and, therefore, a human problem of profound roots in the stagnation of which an ideal storm of roadblocks has formed. The opposition of the faculties is not associated with the deficiency of technological expertise but is based on an acceptable fear that algorithms will be another nail in the broken relationship between people that has been pounded by decades of memorization. Alongside this anxiety is an all-too-desperate lack of training in the humanities-related field that only serves to further compound the obsolete teaching methods and the everyday inconveniences of power outages and slow internet connection that even-handed access has become a dream. Universities and policymakers must abandon tech utopias in their quest to salvage and start the clean-up. This will mean making sure that the bare minimum of digital infrastructure, learning based on discipline and considering the identity of teachers, and restructuring the curriculum to the point where AI will not result in simplification but rather critical thinking. Using such down-to-earth humanistic attack, AI can take an even further step, and, in fact, help to introduce the life-affirming life-giving breath into the literary education of the entire Global South.

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