FROM READERS TO CRITICAL AI USERS: DEVELOPING AI LITERACY THROUGH WUTHERING HEIGHTS IN THE MODERN LITERATURE CLASSROOM

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Abstract

The increasing integration of Artificial Intelligence (AI) into education has transformed how students access, interpret, and engage with literary knowledge. While AI-generated literary analyses provide immediate access to interpretations, their uncritical consumption may encourage passive engagement and diminish independent critical interpretation. This conceptual pedagogical study proposes a classroom model that positions AI-generated literary interpretations not as authoritative knowledge, but as texts to be questioned, evaluated, and critically interrogated. Using Emily Brontë's *Wuthering Heights* as a pedagogical context, the proposed model seeks to develop critical AI literacy and digital citizenship by comparing students' personal, evidence-based literary responses with AI-generated interpretations. The distinctive feature of the model lies in shifting AI use from AI-assisted literary analysis to the critical analysis of AI-generated literary analysis. Students first engage in close reading and develop their own interpretations, then compare these with AI-generated readings to identify agreements, omissions, assumptions, inaccuracies, and interpretive limitations. The proposed sequence incorporates close reading, individual literary response, AI-generated interpretation, comparative evaluation, reflective writing, and collaborative discussion. The novel's emotional complexity, ambiguous characterization, unreliable narration, and layered narrative structure provide productive contexts for examining differences between human literary interpretation and AI-generated knowledge. The framework draws on Kellner and Share's (2019) Critical Media Literacy, Rosenblatt's (1982) Reader-Response Theory, Gee's (2023) New Literacy Studies, Vygotsky's Social Constructivism, and Genette's (1980) Narratology. The model connects critical AI literacy with sustainable and responsible educational transformation by foregrounding learner agency, critical thinking, ethical engagement, and responsible use of emerging technologies. It proposes literature education as a space for developing critical AI users capable of questioning, evaluating, contextualizing, and ethically engaging with AI-generated knowledge, contributing to inclusive and sustainable digital futures.

Keywords: AI Literacy, Critical Digital Citizenship, Literature Education, *Wuthering Heights*, Reader-Response Theory