

English Literature and Language as a Medium of Artificial Intelligence Instruction at Tertiary Level Classrooms: Indian Teachers' Perspective

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Abstract

This study proposes an empirical investigation into Indian teachers' perspectives on using English language and English literary texts as a pedagogical medium for introducing and teaching Artificial Intelligence (AI) at the tertiary level. The study is conceptually grounded in the contemporary debate on English as a Medium of Instruction (EMI), but extends that debate from general academic content to AI-related instruction. The starting point is the documented Indian classroom reality that English may be officially preferred while teachers and learners continue to rely on mother tongues, translation and code-switching because of differences in language proficiency, confidence and institutional support. The present study argues that English language can provide the communicative and terminological foundation for AI literacy, while literature can provide narratives, ethical dilemmas, cultural perspectives, interpretation, critical reading and humanistic reflection through which AI can be understood beyond its technical dimensions. A quantitative, cross-sectional survey design is proposed, using a structured questionnaire for teachers from urban, semi-urban and rural higher-education institutions and across disciplinary backgrounds. The instrument is organized around five constructs: perceived linguistic accessibility, literary-pedagogical usefulness, AI teaching readiness, ethical and critical AI awareness, and institutional support. The paper develops research questions, hypotheses, a sampling strategy, an instrument, an analytical framework and a proposed model for interpreting findings. Importantly, no empirical findings are fabricated in this draft; numerical results should be inserted only after actual data collection and statistical analysis. The study is expected to contribute to discussions on English-medium instruction, AI literacy, human-centred pedagogy and the role of English studies in contemporary Indian higher education.

Keywords: Artificial Intelligence; English Language; English Literature; Medium of Instruction; Tertiary Education; Indian Teachers; AI Literacy; Critical Thinking; Generative AI; Higher Education.

1. Introduction

Artificial Intelligence has moved from a specialist technological field into a broad educational, professional and social phenomenon. Generative AI systems, large language models, automated feedback tools, translation systems and adaptive learning technologies have created new possibilities for teaching and learning, while simultaneously raising questions about accuracy, bias, privacy, authorship, academic integrity and human agency. UNESCO's Guidance for Generative AI in Education and Research

emphasizes that educational adoption requires a human-centered approach, attention to privacy and institutional preparedness rather than assuming that AI itself will solve educational problems.

At the tertiary level, the question is not simply whether AI should be taught, but also how AI should be taught. Language is central to this question because much contemporary AI interaction takes place through natural-language prompts, explanations, summaries, dialogue and text generation. English has a particularly important position in international academic communication and in the terminology of computing, data science and AI. At the same time, the Indian higher-education classroom is multilingual. Consequently, a purely English-only model can reproduce the same linguistic barriers that have complicated English as a Medium of Instruction (EMI).

The attached reference article by Datta Sawant provides a useful empirical starting point for this problem. It investigates EMI at undergraduate level in institutions affiliated with Swami Ramanand Teerth Marathwada University and compares rural, semi-urban and urban contexts. Its questionnaire-based findings indicate support for English as a medium at the UG level but also substantial use of mother tongue/native language, concerns about English proficiency, language anxiety, teacher training and an urban-rural divide. These findings are important for the present study because AI instruction cannot be separated from the linguistic conditions in which teachers explain concepts and students interact with AI systems.

The present research therefore reframes the EMI question: if English is used as a principal language for AI instruction, can English language and English literature together make AI learning more accessible, critical, ethical and human-centered? English language can supply vocabulary, academic discourse, prompt construction, explanation and communication skills. English literature, meanwhile, can offer narratives about technology, humanity, identity, responsibility, power and ethical choice. Literary interpretation can encourage students to question AI-generated claims, compare perspectives, identify assumptions and reflect on the social consequences of technological change.

2. Background and Rationale

2.1 English as a Medium of Instruction in the Indian Context

English occupies a significant position in Indian higher education, although its classroom use varies by institution, discipline, region and learner background. The reference study demonstrates a policy-practice gap: teachers may support English-medium instruction while continuing to use native languages for explanation and comprehension. Its reported responses show that 63.64% of participating teachers supported English as the medium at undergraduate level, while 70.78% reported using mother tongue/native language through translation in the classroom. The study also reports that 64.94% considered additional English training necessary and identifies a pronounced urban-rural difference in comfort and use of EMI.

For AI education, this evidence has a direct implication. AI terminology is often English-dominant, but conceptual understanding cannot be assumed merely because terminology is English. Teachers may need bilingual scaffolding, translation, examples, visual explanation and contextualized tasks. Therefore, the proposed study does not conceptualize English as an exclusive language. Instead, it investigates whether English can function as a principal academic medium while allowing strategic multilingual support.

2.2 Artificial Intelligence and Higher Education

AI can support higher education through personalized learning, automated feedback, language assistance, content generation, tutoring, assessment support and research assistance. However, educational use also

Literary-pedagogical value	Critical reading; ethics; narrative; interpretation	Use of fiction/poetry/drama/essays to discuss AI, humanity, bias, identity and responsibility	H4: Teachers will report stronger perceived usefulness of English language for AI instruction than English literature, but the two will show a positive relationship in supporting critical and ethical AI learning.	Items 9–15 (e.g., Literary texts can help students discuss the relationship between humans and technology; English literature can provide useful material for teaching AI ethics.)	Descriptive statistics; Reliability; Correlation and multiple regression; exploratory factor analysis
AI competence	Foundations; tools; limitations; pedagogy	Understanding generative AI; tool selection; fact-checking; assessment design	H1: Teachers with prior AI training will report significantly higher readiness for English-mediated AI instruction than teachers without prior AI training.	Items 16–19 (e.g., I understand the basic opportunities and limitations of generative AI tools; I can teach students to fact-check AI-generated information.)	Descriptive statistics; Independent-samples t-tests (for training groups); Correlation and multiple regression
Institutional support	Infrastructure; policy; training; resources	Internet/device access; faculty development; AI policy; multilingual resources	H3: Urban and semi-urban teachers will report higher perceived institutional readiness for AI instruction than rural teachers; H5: Perceived institutional support will	Items 22–24 (e.g., My institution provides adequate digital infrastructure for AI-supported teaching; My institution provides adequate	Descriptive statistics; ANOVA (for geographic comparisons); Multiple regression (as predictor of adoption)

			positively predict teachers' willingness to adopt English-mediated AI instruction.	faculty development or training on AI.)	
Outcome (Adoption intention)	Adoption intention / perceived effectiveness	Willingness to teach AI through English and literature; perceived student benefit	H5: Perceived institutional support will positively predict teachers' willingness to adopt English-mediated AI instruction.	Item 25 (I would be willing to adopt English Language and Literature as a combined pedagogical medium for selected AI topics.)	Descriptive statistics; Multiple regression; Structural equation modelling
Ethical and critical orientation	Human agency; privacy; bias; academic integrity	Teacher oversight; responsible use; attribution; critical evaluation	Not in source	Items 20–21 (e.g., I am concerned about plagiarism and academic dishonesty arising from generative AI; I am concerned about privacy and data-protection issues.)	Descriptive statistics; Reliability; Exploratory factor analysis; Thematic analysis (if qualitative)

creates risks. Research on ChatGPT and educational chatbots has identified concerns relating to cheating, accuracy, privacy, misleading information and manipulation. Large language model research likewise stresses the need for critical evaluation, fact-checking, teacher oversight and appropriate AI literacy.

UNESCO's 2024 AI Competency Framework for Teachers provides a particularly relevant conceptual foundation. It identifies five dimensions: human-centered mindset; ethics of AI; AI foundations and applications; AI pedagogy; and AI for professional learning. These dimensions are highly compatible with English language and literature pedagogy because language education already involves communication, interpretation, critical reading, argumentation, ethical reflection and cultural understanding.

2.3 Why English Language and Literature for AI Instruction?

The proposed study uses the expression 'English Language and Literature' deliberately. The language component refers to the ability to understand and produce academic English, AI terminology, prompts,

explanations, questions and arguments. The literature component refers to the pedagogical use of fiction, poetry, drama, essays, speculative narratives and other literary or literary-adjacent texts that allow learners to explore human-technology relationships.

Literature is not proposed as a replacement for technical AI education. Rather, it can serve as a humanistic bridge. A literary narrative involving machines, automation, identity or surveillance can become a starting point for discussing algorithmic bias, human agency, privacy, responsibility and technological ethics. Close reading can also help students recognize ambiguity, rhetorical framing and unsupported claims—skills that are valuable when evaluating AI-generated text. Recent scholarship on literature-based language learning and critical reading similarly emphasizes linguistic development, cultural awareness and critical thinking.

Indian Teachers' Perspectives on English-Mediated AI Instruction Constructs

3. Review of Literature

3.1 EMI, Language Proficiency and Classroom Reality

Sawant's 2025 study is especially relevant to the present research because it combines EMI, teacher perception, discipline, geography and language barriers. The study reports that although a majority of teachers support EMI, actual classroom practice often includes native-language instruction. It also identifies teacher training, language anxiety, student comfort and urban-rural inequalities as important factors. The present research adopts these variables as a starting point but changes the academic content from general undergraduate instruction to AI instruction.

Research on EMI more broadly indicates that English-medium higher education can offer access to international academic and professional resources, but implementation depends on teacher proficiency, student preparedness, pedagogical practices and institutional support. Recent EMI research continues to emphasize gradual implementation, supplementary language support and faculty training.

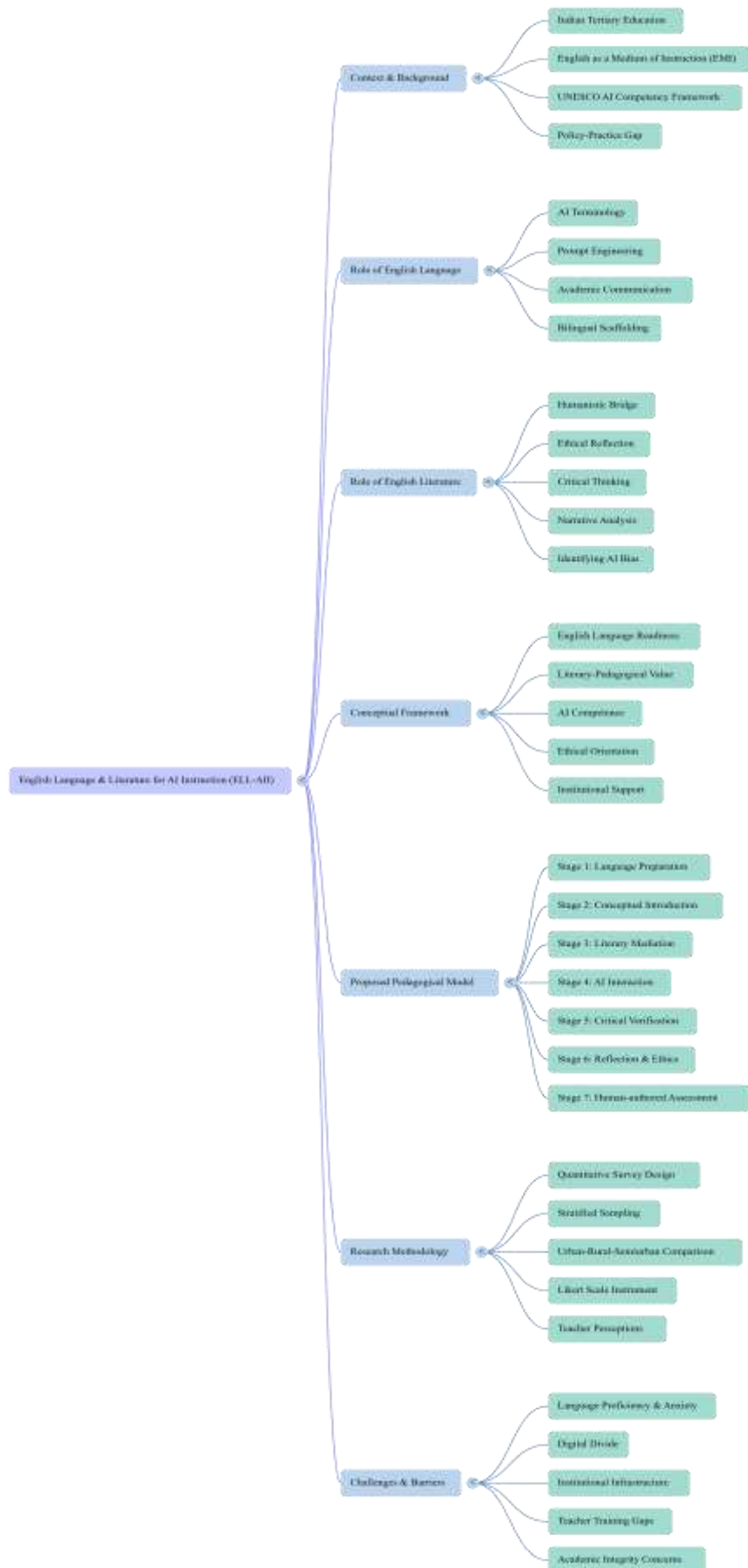
3.2 AI, Generative AI and Teacher Competence

UNESCO's AI Competency Framework for Teachers argues that teachers need knowledge, skills and values for safe and effective AI use. Its five-dimensional structure—human-centred mindset, ethics, AI foundations and applications, AI pedagogy, and professional learning—suggests that AI education should not be reduced to tool operation. Teachers need to understand what AI can and cannot do, how outputs should be evaluated, and how human agency and educational goals should remain central.

Studies of ChatGPT in education have reported both enthusiasm and caution. Opportunities include content creation, engagement, interaction and personalization, while risks include inaccurate output, bias, privacy concerns, academic dishonesty and over-reliance. These tensions make English language and literature potentially valuable because critical reading and reasoned argument can be integrated directly into AI literacy activities.

3.3 English Language Teaching, Literature and Critical Thinking

Literature-based language learning has been associated with linguistic proficiency, cultural awareness and critical thinking. Literary texts can provide authentic language, multiple viewpoints and situations requiring interpretation. In an AI classroom, such practices can be adapted into activities such as comparing a human-written passage with AI-generated text, identifying factual and rhetorical weaknesses, analyzing representations of technology in fiction, and debating ethical choices presented in literary narratives.



3.4 Research Gap

The existing literature reviewed for this paper reveals three partially connected research areas: English-medium instruction in higher education; AI and generative AI in education; and literature-based English pedagogy. What remains insufficiently explored is their intersection in the Indian tertiary context. In particular, there is a need to know whether Indian teachers believe that English language and literature can function together as a pedagogical medium for AI instruction, what barriers they anticipate, and whether perceptions vary by geography, discipline, teaching experience and prior AI training.

4. Research Objectives

1. To examine Indian tertiary teachers' perceptions of using English as a principal language for Artificial Intelligence instruction.
2. To investigate teachers' perceptions of the contribution of English language skills to AI learning, including terminology, prompting, academic communication and critical evaluation.
3. To examine whether English literary texts can support AI-related critical thinking, ethical reflection, creativity and cultural understanding.
4. To identify perceived barriers to English-mediated AI instruction, including language proficiency, student preparedness, technological access and teacher training.
5. To compare teachers' perceptions across rural, semi-urban and urban institutions and across broad disciplinary groups.
6. To develop a context-sensitive pedagogical framework for English-language-and-literature-mediated AI instruction in Indian higher education.

5. Research Questions

RQ1. What are Indian tertiary teachers' perceptions of English as a medium for AI instruction?

RQ2. To what extent do teachers perceive English language competence as necessary for understanding AI concepts and interacting with AI tools?

RQ3. Do teachers perceive English literary texts as useful for developing critical, ethical and humanistic understanding of AI?

RQ4. What linguistic, pedagogical, technological and institutional barriers affect English-mediated AI instruction?

RQ5. Do perceptions differ significantly by institutional location, discipline, teaching experience and prior AI training?

RQ6. What teacher-training and curriculum-support measures are required for effective English-mediated AI instruction?

6. Hypotheses

H1. H1: Teachers with prior AI training will report significantly higher readiness for English-mediated AI instruction than teachers without prior AI training.

H2. H2: Teachers with higher self-rated English proficiency will report greater confidence in using English for AI instruction.

H3. H3: Urban and semi-urban teachers will report higher perceived institutional readiness for AI instruction than rural teachers.

H4. H4: Teachers will report stronger perceived usefulness of English language for AI instruction than English literature, but the two will show a positive relationship in supporting critical and ethical AI learning.

H5. H5: Perceived institutional support will positively predict teachers' willingness to adopt English-mediated AI instruction.

7. Conceptual Framework

The proposed framework treats teachers' willingness to use English Language and Literature as a Medium for AI Instruction (ELL-AII) as the principal outcome. Five explanatory domains are proposed: (1) English language readiness, (2) literary-pedagogical value, (3) AI competence, (4) ethical/critical orientation, and (5) institutional support. Contextual variables include geography, discipline, teaching experience, institutional type and previous AI training.

Construct	Key dimensions	Illustrative indicators
English language readiness	Terminology; academic communication; literacy prompt	Confidence explaining AI in English; ability to formulate prompts; ability to evaluate AI-generated English
Literary-pedagogical value	Critical reading; ethics; narrative; interpretation	Use of fiction/poetry/drama/essays to discuss AI, humanity, bias, identity and responsibility
AI competence	Foundations; tools; limitations; pedagogy	Understanding generative AI; tool selection; fact-checking; assessment design
Ethical and critical orientation	Human agency; privacy; bias; academic integrity	Teacher oversight; responsible use; attribution; critical evaluation
Institutional support	Infrastructure; policy; training; resources	Internet/device access; faculty development; AI policy; multilingual resources
Outcome	Adoption intention / perceived effectiveness	Willingness to teach AI through English and literature; perceived student benefit

8. Methodology

8.1 Research Design

A quantitative, cross-sectional survey design is recommended for the empirical phase. The design follows the broad logic of the reference study—structured questionnaire, teacher participants, geographic comparison and descriptive/inferential analysis—but the constructs and items are newly developed for AI instruction. A mixed-method extension may be added through open-ended questions or follow-up interviews.

8.2 Population and Sampling

The target population should consist of teachers working in Indian higher-education institutions where

undergraduate or postgraduate teaching is conducted. A stratified sampling design is recommended, with institutions grouped into rural, semi-urban and urban categories. Within each stratum, teachers may be selected across Humanities, Social Sciences, Science, Commerce/Management and professional/technical disciplines. A feasible initial target is 300–400 teachers, subject to access and institutional permission. The final sample size should be justified through an appropriate power analysis rather than copied mechanically from another study.

8.3 Participants

Eligible participants should be teachers who are actively involved in tertiary teaching. Variables to record include age group, academic qualification, discipline, designation, years of teaching experience, institutional location, medium of instruction, English proficiency/self-confidence, access to digital infrastructure, and prior AI/GenAI training.

8.4 Instrument Development

A structured questionnaire should contain four sections. Part A should collect demographic and professional information. Part B should measure English-language readiness and AI teaching confidence. Part C should measure perceptions of literature as a pedagogical resource for AI ethics, critical thinking and humanistic reflection. Part D should measure institutional support, barriers and adoption intention. A five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) is preferable for greater sensitivity than a binary Yes/No format.

8.5 Pilot Study and Validity

Before full administration, the questionnaire should be piloted with approximately 30–50 teachers who are not included in the final sample. Experts in English language teaching, English literature, education and AI/digital pedagogy should review the items for content validity. Reliability should be evaluated using Cronbach's alpha or McDonald's omega. Items with weak item-total correlations or ambiguous wording should be revised. Construct validity can subsequently be examined through exploratory factor analysis if the final sample permits.

8.6 Data Collection

The questionnaire may be administered through institutional email, secure online forms and, where appropriate, printed copies. Participation should be voluntary and informed consent should be obtained. No personal identifying information should be required unless ethically justified. Responses should be stored securely and used only for research purposes.

8.7 Data Analysis

Descriptive statistics should include frequency, percentage, mean and standard deviation. Reliability should be reported for each scale. Group differences may be tested using independent-samples t-tests or ANOVA where assumptions are met; non-parametric alternatives should be used where appropriate. Correlation and multiple regression can examine relationships among English readiness, AI competence, institutional support and adoption intention. If the sample size and measurement quality are adequate, exploratory factor analysis and structural equation modelling may be considered. Qualitative responses, if collected, can be analysed thematically.

9. Proposed Questionnaire

Response scale for Items 1–25: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

No.	Questionnaire statement
1	English is an appropriate principal language for introducing fundamental AI concepts at the tertiary level.
2	I am confident explaining basic AI concepts in English.
3	English terminology is important for students' access to current AI research and professional resources.
4	Students need academic English skills to formulate effective prompts and questions for AI systems.
5	Teachers should be allowed to use strategic bilingual explanation when English-only instruction reduces comprehension.
6	I can evaluate the clarity and accuracy of AI-generated English content.
7	English-medium AI instruction can improve students' academic and professional communication.
8	English language support should accompany AI instruction for students with limited proficiency.
9	Literary texts can help students discuss the relationship between humans and technology.
10	English literature can provide useful material for teaching AI ethics.
11	Literary narratives can help students examine AI-related questions of identity, responsibility and power.
12	Close reading of literary texts can strengthen students' ability to critically evaluate AI-generated content.
13	Poetry, drama, fiction and essays can be integrated into selected AI-related classroom activities.
14	Literature can humanize AI education by connecting technical concepts with social and ethical questions.

15	English literature should complement rather than replace technical AI instruction.
16	I understand the basic opportunities and limitations of generative AI tools.
17	I need additional professional development to teach AI effectively.
18	I am confident designing classroom activities in which students use AI responsibly.
19	I can teach students to fact-check AI-generated information.
20	I am concerned about plagiarism and academic dishonesty arising from generative AI.
21	I am concerned about privacy and data-protection issues in AI-supported teaching.
22	My institution provides adequate digital infrastructure for AI-supported teaching.
23	My institution provides clear guidance on ethical and responsible AI use.
24	My institution provides adequate faculty development or training on AI.
25	I would be willing to adopt English Language and Literature as a combined pedagogical medium for selected AI topics.

10. Proposed Analytical Mapping

Items 1–8 may form the English Language Readiness scale; Items 9–15 the Literary-Pedagogical Value scale; Items 16–19 the AI Teaching Competence scale; Items 20–21 the Ethical/Risk Awareness scale; Items 22–24 the Institutional Support scale; and Item 25 the principal adoption-intention outcome. The scale structure should be confirmed empirically rather than assumed. Reverse-coded items may be added in the final validated version to reduce acquiescence bias.

11. Expected Contribution and Discussion Framework

Because the empirical survey has not yet been administered, this section should not report invented percentages or statistical significance. The eventual discussion should compare the observed patterns with the reference EMI study and with AI-competency literature. If teachers show high support for English but low confidence in AI pedagogy, the implication would be that language readiness alone is insufficient and that AI-specific faculty development is necessary. If teachers strongly value literature for ethics and critical thinking but do not see it as suitable for technical content, the study would support a complementary rather than substitutive model.

A particularly important analytical issue will be the urban-rural divide. The reference study identifies differences in English comfort, access and classroom practice between urban and rural settings. The present study should therefore examine whether AI infrastructure creates an additional digital divide. Rural institutions may face simultaneous linguistic and technological constraints. A policy response

should not simply demand English-medium AI instruction; it should provide language support, devices, connectivity, teacher training, multilingual resources and context-sensitive curriculum design.

Disciplinary differences should also be examined. Science, technology and management teachers may report greater familiarity with technical AI applications, whereas Humanities and English teachers may identify stronger opportunities for ethical, cultural and interpretive dimensions. The most productive model may therefore be interdisciplinary: English teachers contribute language, discourse and literary analysis; subject teachers contribute disciplinary AI knowledge; and institutions provide common AI ethics and digital-literacy training.

12. Proposed Pedagogical Model

Stage	Pedagogical function
Stage 1: Language Preparation	AI vocabulary, academic English, prompt construction, questioning and explanation.
Stage 2: Conceptual Introduction	Basic AI concepts taught through accessible English with bilingual scaffolding where needed.
Stage 3: Literary Mediation	Short stories, poems, essays, plays or speculative narratives used to explore technology, identity, ethics and society.
Stage 4: AI Interaction	Students use an approved AI tool for controlled tasks such as explanation, comparison, drafting or brainstorming.
Stage 5: Critical Verification	Students fact-check AI outputs, identify unsupported claims, bias, omissions and rhetorical problems.
Stage 6: Reflection and Ethics	Students discuss privacy, authorship, responsibility, human agency and academic integrity.
Stage 7: Human-authored Assessment	Students produce an independently reasoned response, with transparent disclosure of permitted AI use.

13. Ethical Considerations

The study should follow institutional research-ethics requirements. Participants should provide informed consent, and participation should be voluntary. The questionnaire should avoid collecting unnecessary personal information. In the AI-learning context itself, teachers and students should be informed about privacy, data handling, hallucinated information, bias, authorship and academic integrity. AI tools should support rather than replace human judgement. Any AI-generated material used in the research process should be checked by the researcher and transparently acknowledged according to the target journal's policy.

14. Limitations

1. The proposed study relies primarily on teacher self-report and may therefore reflect perceived rather

than observed classroom practice.

2. English proficiency is measured through self-report unless an objective language assessment is added.
3. The meaning of 'English literature' may vary across disciplines and institutions; operational definitions should therefore be provided.
4. AI technologies and institutional policies change rapidly, so findings should be interpreted in relation to the date of data collection.
5. Results from a selected sample of Indian institutions should not automatically be generalized to all Indian higher education.

15. Conclusion

This research proposes a new intersection between three important areas of contemporary higher education: English-medium instruction, English language and literature pedagogy, and Artificial Intelligence education. The reference EMI study demonstrates that support for English as a medium can coexist with substantial reliance on native languages, language anxiety, training needs and urban-rural inequalities. The present study extends that problem into the AI era. It argues that English language can provide the communicative foundation for AI literacy, while English literature can contribute critical, ethical, cultural and humanistic dimensions.

The central proposition is not that AI should be taught exclusively through English or that literature can substitute for technical AI education. Rather, an integrated model can use English for academic communication and AI terminology, strategic multilingual support for comprehension, and literary texts for critical and ethical reflection. Such a model is consistent with human-centred AI education because it places teachers and learners—not technology—at the centre of educational judgement. The proposed empirical survey can provide evidence about whether Indian teachers consider this model feasible, what barriers they face, and what institutional and professional-development support is required.

Most importantly, the empirical Results and Discussion section must be completed only after actual questionnaire data are collected. The percentages reported in the reference EMI article should not be transferred to the present AI study, because doing so would amount to fabricated evidence. The present manuscript is therefore designed as a complete, data-ready research article framework whose empirical claims can be finalized after fieldwork.

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