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EFFECTIVENESS OF AI- ASSISTED READING IN ANALYZING LITERARY TEXTS

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Abstract
Literary analysis is foundational to language and literature education, yet Grade 8 learners at Basak National High School showed persistent difficulty in explaining maxims, interpreting universal truths, and evaluating embedded philosophies under traditional instruction. This study examined the effectiveness of AI-assisted reading as an instructional strategy to address these gaps and develop higher-order literary analysis skills. An explanatory sequential mixed-methods design was used with 38 Grade 8 learners; qualitative data came from five focus group discussion participants, and the intervention spanned four weeks with twenty sessions. A researcher-made Critical Literary Analysis Task served as pre-test and post-test. Quantitative analysis measured changes in ability levels and tested for significant difference; focus group discussions identified supportive tool features, informing the proposed AI-Assisted Literary Analysis Framework. Before intervention, mean percentage scores were consistently below 60%: explaining maxims at 58.42%, interpreting universal truths at 57.37%, and evaluating embedded philosophies at 58.25%, with most learners clustered at Developing or Approaching Proficiency. After implementation, scores rose to 83.33%, 85.26%, and 82.98% respectively, reaching Proficient levels across all domains. Statistical analysis showed highly significant improvement: explaining maxims (mean difference = 3.74, $p < .001$), interpreting universal truths (mean difference = 4.18, $p < .001$), evaluating embedded philosophies (mean difference = 3.71, $p < .001$), and overall weighted mean difference of 3.88 ($t = 16.09$, $p < .001$). Qualitative findings revealed two key themes: tools explained clearly and asked guiding questions to deepen thinking, and they offered help without shaming while allowing repeated practice creating a safe, supportive environment that reduced language barriers and built independence. AI-assisted reading effectively scaffolds literary analysis, making complex ideas accessible and boosting confidence. These findings confirm purposeful AI integration yields substantial, reliable gains in higher-order thinking; the resulting Framework guides ethical, equitable, effective AI use in language instruction.
Keywords: AI-assisted reading, literary analysis, generative AI, scaffolding, Grade 8 learners, mixed-methods research

Introduction

Artificial intelligence (AI) has become an emerging educational resource that offers opportunities to personalize instruction, provide immediate feedback, and support learners in understanding complex concepts. When integrated appropriately, AI-powered tools assisted teachers in designing learning activities and helped students engage with texts more meaningfully. However, the educational value of AI depended on how it was used, the guidance provided by teachers, and the extent to which learners remained actively involved in their own learning. Responsible integration therefore required a balance between technological assistance and the development of independent thinking, comprehension, and analytical skills.

In language education, AI-powered tools supported personalized instruction, provided feedback, and helped learners explore literary meanings. Iriskulova (2026) emphasized the need for further research on AI integration in ESL classrooms, while Zakaria et al. (2026) noted that excessive AI reliance weakened critical thinking, creativity, problem-solving, and independent learning. These findings highlighted the importance of guided AI integration that deepened literary understanding while allowing learners to develop and justify their own interpretations.

Globally, the increasing use of AI in education raised questions about teacher preparedness, academic integrity, learner autonomy, and the effective alignment of technology with instructional objectives. UNESCO (2026) emphasized the importance of human-centered approaches to AI in education, ensuring that technological developments supported inclusive and meaningful learning without displacing teachers or human judgment. Similarly, the European Commission (2026) recognized the potential of AI to assist educators in preparing customized learning materials and supporting diverse learning needs, while concerns about overreliance and academic integrity underscored the need for

appropriate guidance. These developments suggested that AI integration extended beyond access to digital tools and focused on purposeful instructional practices that promoted active participation, critical evaluation, and responsible decision-making.

In the Philippines, the Department of Education advanced responsible AI integration through Project AGAP.AI and DepEd Order No. 003, s. 2026, which established foundational guidelines for AI in basic education. These initiatives promoted AI literacy, ethical use, academic integrity, and the protection of learners while emphasizing that AI supported rather than replaced human agency (Department of Education, 2026). This policy direction reinforced the need for classroom-based strategies that taught learners how to use AI appropriately while maintaining responsibility for their own academic work.

At Basak National High School, review of first-quarter 2026–2027 English assessment records and tutorial logs confirmed that Grade 8 learners performed below proficiency benchmarks across key literary analysis competencies: 62% scored at the Developing level or lower in explaining maxims, 64% in interpreting universal truths, and 61% in evaluating embedded philosophies. Observations further showed that learners occasionally used AI tools to complete literary tasks without sufficient guidance on appropriate and ethical application, often accepting generated responses without examining supporting evidence or reasoning. These difficulties limited their ability to move beyond literal comprehension and engage deeply with the meanings, values, and human experiences represented in texts.

Despite growing global and national interest in educational AI, targeted empirical evidence remains scarce. A scoping search conducted in September 2026 across ERIC, JSTOR, and Philippine E-Journals (2021–2026, keywords: AI-assisted reading, literary analysis, junior high school, ESL) returned no studies specifically examining AI-supported literary instruction focused on maxims, universal truths, and embedded philosophies among Filipino Grade 8 learners. While existing literature has documented AI's potential to personalize reading instruction (Iriskulova, 2026) and risks associated with unguided use (Zakaria et al., 2026), empirical classroom-based interventions remain understudied in local junior high school literature contexts.

Taken together, the problem is clear: Grade 8 learners at Basak National High School demonstrated persistent, documented gaps in core literary analysis skills, and unguided AI use risked compounding these challenges rather than resolving them. The gap is that no published study has yet tested a structured AI-Assisted Reading framework targeting these specific competencies in Philippine junior high school settings. This study fills that gap by implementing a four-week, twenty-session intervention and measuring changes in learner performance, confidence, and engagement providing both quantitative evidence of skill growth and qualitative insights into how learners experienced the strategy.

Theoretical Framework and Legal Bases

Social Constructivist Theory viewed learning as a process through which learners developed understanding by connecting new information with existing knowledge and experiences. Vygotsky (1978) emphasized the role of social interaction, language, and targeted guidance in developing higher mental processes. From this perspective, learning became meaningful when learners actively engaged with ideas and received appropriate support in making sense of unfamiliar concepts.

In this study, the theory provided a foundation for examining how AI-Assisted Reading supported Grade 8 learners in understanding literary texts.

Through guided exploration of literary passages and AI-facilitated explanations, learners strengthened their ability to explain maxims, interpret universal truths, and evaluate embedded philosophies. Their pre-intervention performance served as the baseline for measuring changes in these literary analysis skills following implementation.

The TPACK Framework described how effective technology integration required the intersection of technological knowledge, pedagogical knowledge, and content knowledge. Mishra and Koehler (2006) explained that using technology in education involved more than simply introducing digital tools; teachers must select and apply technologies that complement instructional approaches and the specific competencies learners were expected to develop. For this study, TPACK guided the design of the intervention itself ensuring that AI tool features, literary analysis objectives, and Grade 8-appropriate teaching methods were intentionally aligned rather than directly explaining learning outcomes; the framework established the implementation conditions under which meaningful skill development could occur.

In this study, the framework shaped how AI-Assisted Reading was designed and delivered. AI activities were aligned with learning objectives and instructional strategies focused on literary analysis. Learners examined AI-generated explanations alongside the original text to explain maxims, interpret universal truths, and evaluate embedded

philosophies. Their pre-intervention performance established initial proficiency levels, and post-intervention data measured growth resulting from this intentionally designed approach.

Scaffolding referred to temporary, adaptive assistance provided as learners worked toward mastering tasks initially difficult to accomplish independently. Bruner (1966) discussed instructional support as a means of helping learners engage with challenging material, while Vygotsky (1978) explained how appropriately calibrated guidance enabled learners to perform within their zone of proximal development beyond what they could do alone yet still attainable with support. Such assistance was gradually withdrawn as learners developed greater competence and independence.

In this study, scaffolding was operationalized through guided AI use during literary analysis. AI-generated prompts, simplified explanations, and illustrative examples supported learners in unpacking unfamiliar expressions and examining deeper textual meanings. Teacher guidance remained central: learners were encouraged to cross-reference AI suggestions with textual evidence and formulate their own explanations of maxims, interpretations of universal truths, and evaluations of embedded philosophies. Pre-intervention results identified skill gaps requiring targeted support; post-intervention assessment measured changes in independent literary analysis ability.

Republic Act No. 10844, known as the DICT Act of 2015, created the Department of Information and Communications Technology and mandated the promotion and integration of ICT across sectors, including education, to improve service delivery and build national competitiveness. The law directed the DICT to collaborate with education agencies in formulating policies advancing technology-enabled learning and ensuring equitable access to modern instructional tools.

DepEd Order No. 003, s. 2026 set forth the Department of Education's official standards for responsible AI use in Philippine basic education. It established clear direction as AI adoption expanded, affirming that AI served only as a supportive tool never as a replacement for teachers or learners. Permitted applications included lesson elaboration, supplementary practice, and accessibility support; tools were prohibited from completing tasks or reasoning that learners must undertake themselves. The order further mandated data privacy, equitable access, transparency in AI use, and the preservation of teacher-led instruction.

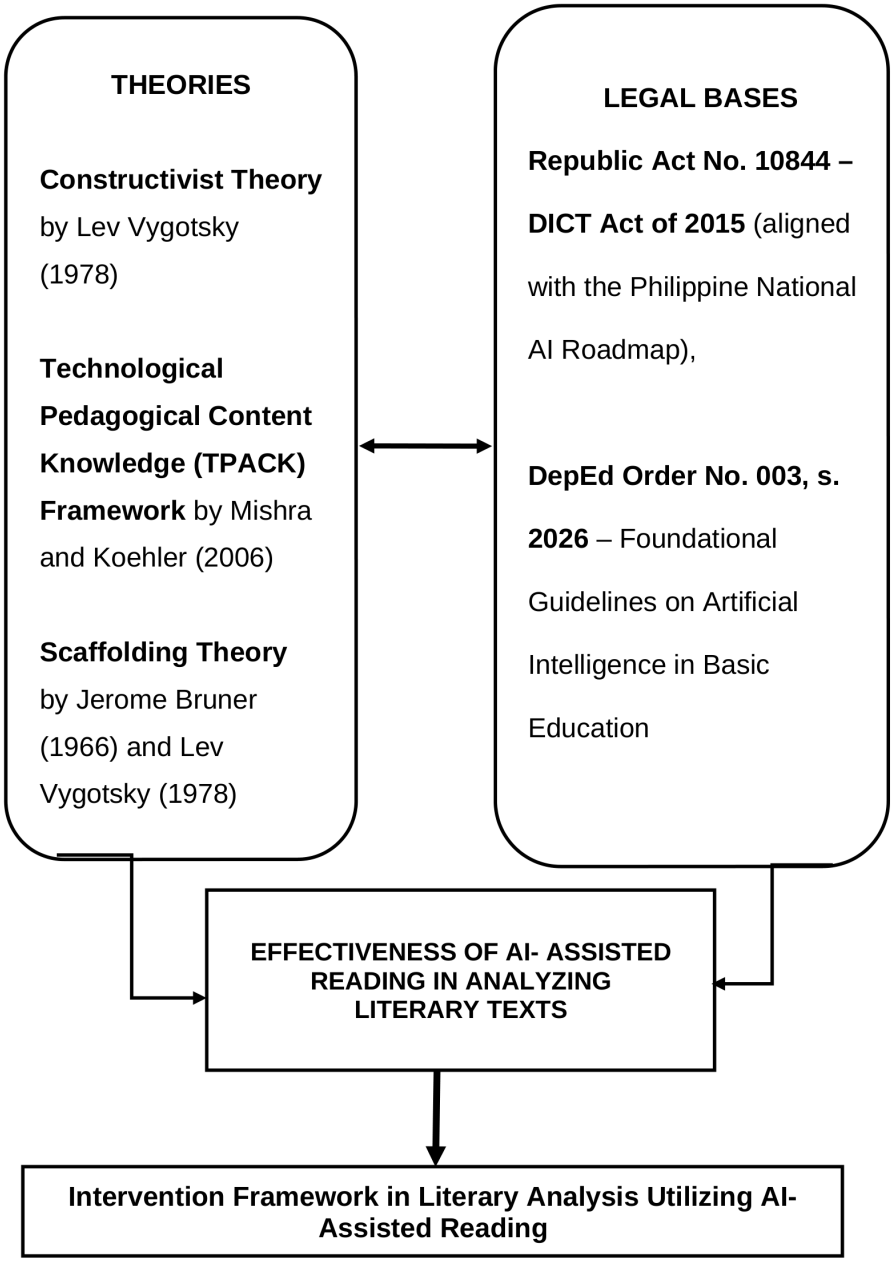


Figure 1
Theoretical Framework of the Study

Related Literature

To begin with broad, field-shaping overviews, Zhai et al. (2021) provide an early, seminal anchor by reviewing 100 major studies published between 2010 and 2020, classifying AI-in-education research across three interconnected layers: development (algorithms and recommendation systems), application (adaptive learning, feedback, and reasoning support), and integration (immersive, gamified, and affective approaches). They trace how AI has progressed from basic automation toward adaptive, learner-centered support, while highlighting enduring concerns around ethical practice and shifting roles for teachers and learners. This historical perspective establishes the evolving

nature of AI tools and the long-standing recognition that technology alone cannot drive improvement without pedagogical alignment.

In language learning specifically, Pau et al. (2026) conducted a systematic review of 39 empirical studies published between 2021 and 2025 covering 21 countries, identifying five widely adopted categories of AI tools: conversational models, writing aids, pronunciation support, reading platforms, and comprehensive language-learning applications. They documented consistent, moderate-to-strong gains in vocabulary mastery, linguistic accuracy, pronunciation, learning motivation, and instructional efficiency. These benefits, however, are contingent on equitable access, teacher readiness, and learners' active critical engagement with content.

At the classroom level, Silor & Silor (2025) examined AI-based tools specifically for reading comprehension across proficiency levels. Using pre/post-tests, interviews, and learner feedback, they found that students using adaptive AI platforms outperformed peers in a control group, with the largest gains among lower-proficiency readers. Notably, high-performing learners showed reduced progress when relying heavily on AI-generated summaries, indicating potential trade-offs for advanced learners. Biometric-enhanced tools further supported emotional readiness and reduced cognitive load, while students described the experience as interactive and personalized. The authors caution that over-reliance may weaken deep comprehension and critical thinking, recommending integration within a teacher-facilitated, ethical, and actively engaging framework.

Baldrich et al. (2025) reviewed 55 higher-education literacy studies (2023–2025), finding learners use AI primarily for idea generation, content organization, and revision. Adoption is driven by perceived usefulness, motivation, and accessible support, confirming the Technology Acceptance Model (TAM) as a relevant framework. Concerns center on academic integrity, critical AI literacy, and aligning assessments with evolving practices.

Local evidence directly grounds this inquiry in Philippine basic education. Ocampo (2025) found AI tools significantly improved participation, motivation, collaboration, skill development, and feedback use in English classes, correlating positively with academic performance. AI works best as a complement, not substitute, with equitable access dependent on infrastructure.

Most directly relevant to basic education, Pangowen (2026) explored Filipino teachers lived experiences through Husserlian phenomenology and interviews with 16 purposively selected educators. AI cannot replace teachers: it excels in lesson preparation and assessment, but human interaction and discussion remain irreplaceable. Adoption depends on human factors (professional development, ethics, accountability) and technical factors (usability, reliability). The Human–AI–Human (HAIH) principle teacher oversight embedded in design is recommended.

THE PROBLEM

Statement of the Problem

This study examined the effectiveness of AI-assisted reading as an instructional strategy for analyzing literary texts among Grade 8 learners at Basak National High School during the School Year 2026–2027 as basis for the development of AI-Assisted Literary Analysis Framework.

Specifically, it seeks to answer the following questions:

1. What is the ability of the learners in analyzing literary texts before the implementation of AI-assisted reading in terms of:

1.1 explaining maxims;
1.2 interpreting universal truths; and
1.3 evaluating embedded philosophies?

2. What is the ability of the same learners in analyzing literary texts after the implementation of AI-assisted reading in terms of:

2.1 explaining maxims;
2.2 interpreting universal truths; and
2.3 evaluating embedded philosophies?

3. Is there a significant difference between the pre-test and post-test ability levels of the learners in analyzing literary texts using AI-assisted reading?
4. What features of AI-assisted reading tools significantly contributed to students' literary text analysis?
5. Based on the findings and anchored in established theoretical and pedagogical principles, what intervention framework can be proposed to support literary analysis utilizing AI-assisted reading?

Statement of Hypothesis

Based on the problem and objectives of the study, the following hypotheses are tested at the appropriate level of significance:

Null Hypothesis (H_0): There is no significant difference between the pre-test and post-test ability levels of the learners in analyzing literary texts using AI-assisted reading.
Alternative Hypothesis (H_1): There is a significant difference between the pre-test and post-test ability levels of the learners in analyzing literary texts using AI-assisted reading.

Methods

Research Design and Study Flow

The research design employed in this study is explanatory sequential mixed-methods with a one-group pretest–posttest quantitative phase. This two-phase approach first collects and analyzes quantitative data to measure change, followed by qualitative data to explain and deepen those numerical findings.
In the first, quantitative phase, a one-group pretest–posttest design was used to measure the ability of Grade 8 learners to explain maxims, interpret universal truths, and evaluate embedded philosophies in literary texts before and after the implementation of AI-assisted reading instruction. Paired-sample statistics were applied to determine whether a significant improvement in performance occurred. Because this design lacks an independent control group, it is subject to known threats to internal validity including maturation (natural development over time), testing effects (familiarity with assessment items from repeated administration), and history (external events occurring between measurements). To address these, the pretest and posttest used parallel but distinct item sets; the interval between assessments was kept short to minimize developmental and external influences; and all instructional activities and assessment conditions were standardized across the cohort.
In the second, qualitative phase, data were gathered through focus group discussions (FGDs) not individual interviews with purposively selected learners whose responses were guided by the quantitative results to identify which specific features of AI-assisted reading tools contributed most to their literary text analysis. These qualitative findings were systematically coded and analyzed using Braun and Clarke's (2006) six-phase framework for thematic analysis: data familiarization, initial code generation, theme development, theme review, theme definition and naming, and narrative production.
Integration of the quantitative and qualitative strands occurred at the interpretation stage using a joint display matrix, where pretest–posttest effect sizes and significance outcomes were placed alongside corresponding thematic categories. This direct side-by-side comparison enabled consistent alignment between measured changes in performance and learner-reported reasons for those changes, ensuring that explanations were grounded in the data rather than assumption. The quantitative results guided participant selection and question formulation in the qualitative phase, and both sets of findings were merged to produce a comprehensive understanding of effectiveness combining evidence of change with clear explanations of how and why those changes occurred serving as the empirical basis for the proposed AI-Assisted Literary Analysis Framework.
Finally, reflexivity was maintained throughout the study, as the researcher also served as the learners' English teacher and the intervention facilitator. To manage this dual role, data collection and analysis were documented independently of daily grading; responses were framed as voluntary and separate from academic standing; and preliminary findings were reviewed with a peer validator to minimize personal bias. These steps helped ensure that observations remained evidence-based rather than shaped by instructional familiarity or investment in a positive outcome.
Flow of the Study
This study is anchored on the Input–Process–Output (IPO) Model, which provides a systematic and logical structure for organizing research activities and measuring expected outcomes.
Input. In the input phase, the study assesses learner ability to explain maxims, interpret universal truths, and evaluate embedded philosophies in literary texts measured both before and after the intervention alongside learner perspectives on which specific features of AI-assisted reading tools most effectively support these skills.
Process. The process phase follows an explanatory sequential mixed-methods design carried out in linked stages. During the quantitative strand spanning Weeks 1 through 4, and following institutional approval and informed consent, pre-tests are administered to establish baseline performance, followed by a four-week, twenty-session AI-assisted reading intervention and subsequent post-tests; paired-sample statistics are then applied to measure changes in learner ability. In the qualitative strand conducted during Week 5, purposively selected learners participate in focus group discussions guided by the quantitative findings, with transcripts analyzed thematically using Braun and Clarke's (2006) six-phase framework. The two strands are integrated through a joint display matrix, where
Output. In the output phase, the synthesized findings yield the proposed AI-Assisted Literary Analysis Framework, which undergoes validation by peers, teachers, and content experts before being refined and finalized. The completed

framework is then disseminated through school-based Learning Action Cell sessions, division-level education forums, and submission to education research journals to support broader application and future inquiry.

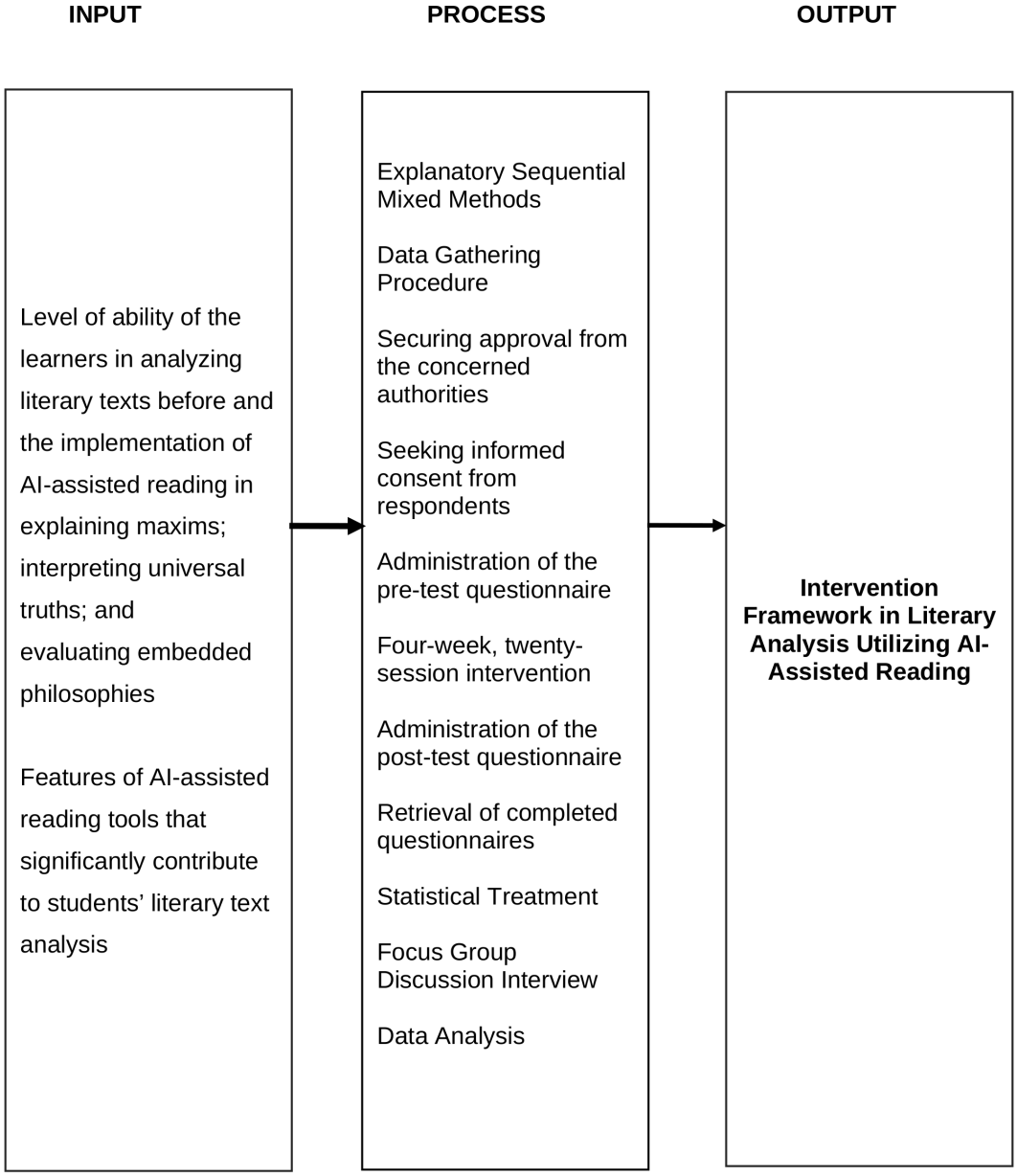


Figure 2
Flow of the Study

Research Environment

The study was conducted at Basak National High School, located in Basak, Mandaue City. This institution is classified as a medium-sized public secondary school. This setting was appropriate and relevant for the investigation for several key reasons:

First, as a medium-sized public secondary school, it serves a diverse learner population with varying levels of proficiency in reading and literary analysis, making the findings illustrative of comparable public-school contexts. Given the single-site design, results are most directly applicable to institutions with similar student profiles, resource levels, and instructional conditions; extended multi-site inquiry would be needed to establish wider generalizability.

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Third, the researcher's existing assignment as an English teacher in the institution ensured easier access to respondents, proper coordination with school authorities, and smooth implementation of the intervention while minimizing disruption to regular class schedules. This familiarity also supported the ethical and responsible conduct of the study throughout its implementation.

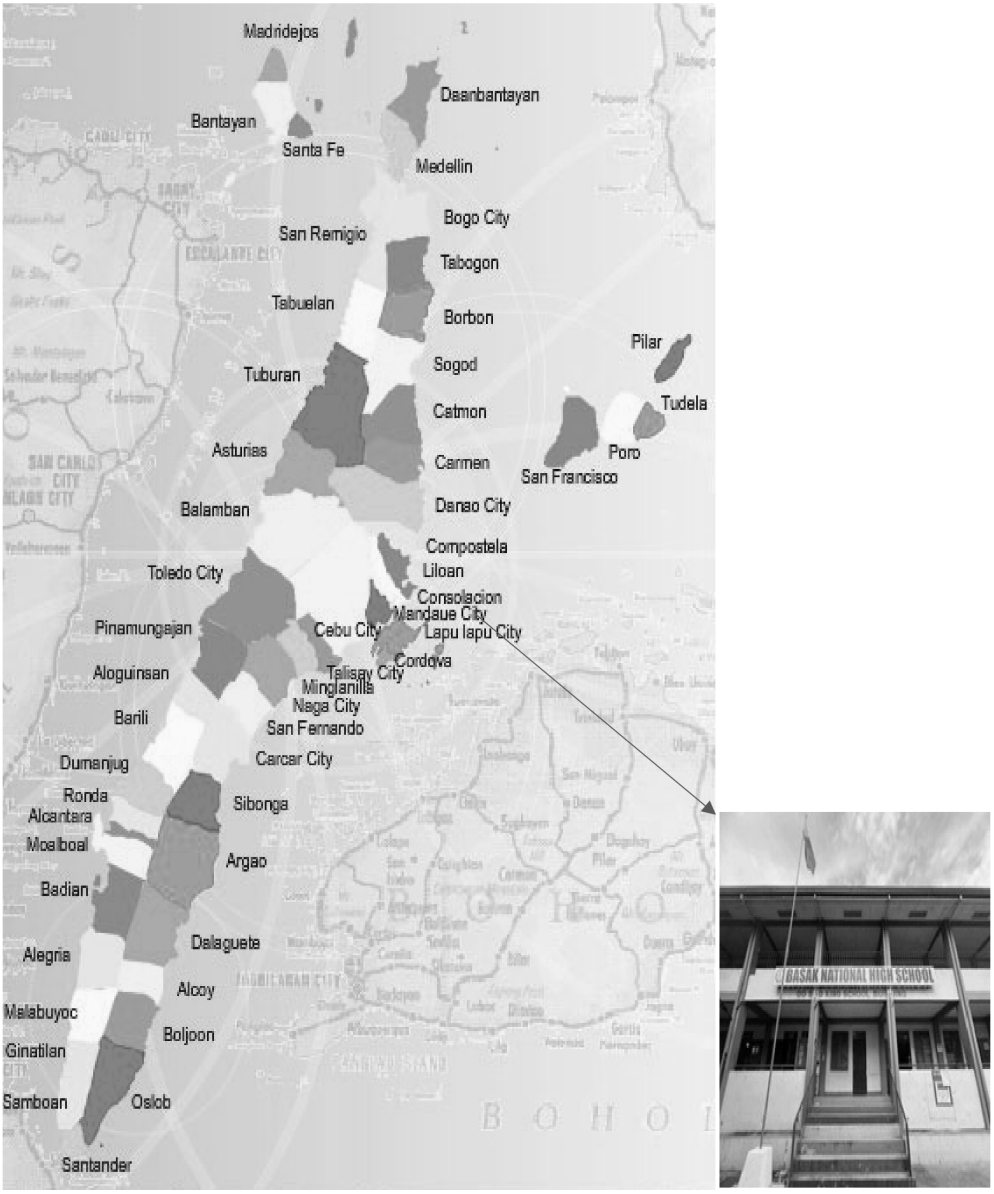


Figure 3
Location Map of the Research Environment

Participants and Sampling

The respondents of this study were thirty-eight (38) Grade 8 learners who were purposively selected from those enrolled in the ARAL Reading Tutorials at Basak National High School during School Year 2026–2027. These learners were chosen specifically because they actively participated in the tutorial program, which was designed to support students developing proficiency in reading comprehension and text interpretation.

The following inclusion criteria guided the selection: learners were included if they were officially enrolled in Grade 8, participated regularly in the ARAL Reading Tutorials, demonstrated foundational reading comprehension skills but faced consistent challenges in analyzing and explaining literary texts, and obtained proficiency ratings ranging from

developing to approaching proficiency in literary analysis tasks based on the school's assessment records. This range reflects the cohort's actual baseline profile while some learners demonstrated Proficient or Highly Proficient performance in isolated skills, all showed specific learning gaps in higher-order literary analysis, making them appropriate targets for the intervention.

Purposive sampling was employed because these learners represented the group that would benefit most from targeted support. They already possessed foundational reading abilities but experienced significant difficulty in organizing their thoughts, explaining meanings, and elaborating on ideas competencies essential for interpreting maxims, understanding universal truths, and evaluating embedded philosophies in literary works. Their identified needs directly aligned with the skills targeted in this investigation. Focusing on this specific group enabled the study to determine whether AI-assisted reading effectively supported learners in strengthening these competencies. The sample size of 38 reflects the total eligible participant pool in the ARAL tutorial cohort; while modest and non-random, this group provides focused, context-specific evidence and serves as a valid foundation for subsequent larger-scale inquiry. Findings are most applicable to similar tutorial and intervention settings rather than being broadly generalizable.

For the qualitative phase, a distinct procedure was applied: five learners were selected through stratified purposive sampling from within the main group to ensure representation across proficiency levels. This approach different from the full-cohort purposive selection used for the quantitative phase ensured that focus group discussion voices reflected varied experiences and outcomes.

Table 1

Distribution of Respondents

Basak National High School	**Frequency (f)**	**Percentage (%)**
Male	18	47.37
Female	20	52.63
Total	38	100.00

Instruments and Scoring

The main data-gathering tool used in this study was the researcher-made Critical Literary Analysis Task, designed to measure learner proficiency across three domains: explaining maxims, interpreting universal truths, and evaluating embedded philosophies in literary texts. The instrument consists of forty-five (45) multiple-choice items, with fifteen (15) items allocated to each domain, as presented in Appendix C. All items require analysis, interpretation, and evaluation rather than simple factual recall; options are constructed so that distractors reflect plausible but less precise readings, while the correct answer corresponds to the deeper meaning, broader significance, or underlying value system of the text.

The assessment uses the literary text The Aged Mother, traditionally attributed to Matsuo Bashō, with an administration time of sixty minutes. Part 1 focuses on Explaining Maxims, requiring learners to identify and articulate the moral principles or lessons expressed through characters' actions and story events. Part 2, Interpreting Universal Truths, shifts to broader, cross-context meanings about human experience, society, and enduring values revealed in the narrative. Part 3, Evaluating Embedded Philosophies, asks learners to assess beliefs, priorities, and perspectives endorsed or critiqued in the text distinguishing among competing value frameworks and identifying the story's core ethical stance. This three-part structure directly mirrors the research questions and ensures alignment with the skills targeted in the intervention.

Complementing the assessment is a semi-structured focus group discussion guide. It comprises one core question asking which specific features of AI-assisted reading tools contributed most to learners' literary text analysis and three probing questions designed to elicit detailed examples of how the tools supported understanding, real-world connection, and confident expression of ideas. Qualitative responses explain why and how changes in performance occurred, complementing the quantitative pre- and post-test scores.

To establish validity, the instrument was reviewed by three experts holding master's degrees in English, who evaluated item alignment with study objectives, clarity of instructions, grade-level appropriateness, and relevance to the three target domains. Content validity was quantified using the Content Validity Index (CVI), yielding an overall scale-level CVI of 0.91, which indicates strong expert consensus and robust content validity. Feedback guided refinements to wording, task clarity, and option balance before pilot testing.

The final version was pilot-tested with Grade 8 learners at Pardo National High School who were not part of the actual study respondents. Item analysis produced difficulty indices ranging from 0.42 to 0.81, showing a balanced mix of

moderately to appropriately challenging items, and discrimination indices from 0.35 to 0.63, confirming that items effectively distinguished between varying levels of proficiency. Reliability was measured using Cronbach's alpha, which returned a coefficient of 0.82, indicating good internal consistency. These results verified that the instrument consistently measured the intended skills and was suitable for administration in the main study.

Table 2

Proficiency Level Descriptors

Proficiency Level	**Raw Score Range (per domain)**	**Verbal Interpretation**
Highly Proficient	13–15	Consistently explains maxims with precision, articulates universal truths clearly and broadly, and thoughtfully evaluates embedded philosophies with specific textual evidence; demonstrates independent, insightful literary analysis.
Proficient	11–12	Reliably identifies and explains maxims, interprets universal truths with some connection to broader contexts, and assesses embedded values; shows solid understanding with occasional need for elaboration.
Approaching Proficiency	9–10	Recognizes basic maxims and themes, interprets universal truths at a literal or text-specific level, and identifies key values but with limited depth; can perform the skills with prompting or guidance.
Developing	7–8	Struggles to distinguish maxims from surface events; interprets universal truths narrowly or only with direct support; requires assistance to identify and explain embedded philosophies; responses remain tied mainly to comprehension.
Beginning	0–6	Shows limited ability to recognize maxims, identify universal themes, or describe underlying values; relies heavily on literal recall rather than analysis of meaning.

Data Collection and Ethics

Preliminary Stage. The researcher first secured formal approval from the Office of the Schools Division Superintendent (SDS) in Mandaue City Division to conduct the study. Upon approval, an endorsement letter signed by the SDS was submitted to the Office of the Public Schools District Supervisor (PSDS) for further clearance. Once endorsed, the researcher presented the SDS approval and PSDS confirmation to the School Head of Basak National High School to secure final permission to conduct the study in the school. After receiving positive confirmation from all authorities, the researcher met with the selected respondents during their free time to briefly explain the study's purpose, scope, and procedures. When they expressed willingness to participate, the researcher distributed the informed consent forms, which clearly outlined the study details as well as the participants' rights, including voluntary involvement and the freedom to withdraw at any time without penalty.

Data Gathering Stage. Once all necessary preparations, including instrument validation, ethical approvals, and orientation were completed, the researcher first administered the pre-test to the selected Grade 8 respondents to establish their baseline level of ability in analyzing literary texts, specifically in identifying and explaining maxims, recognizing and interpreting universal truths, and examining and evaluating embedded philosophies. The pre-test used The Aged Mother by Matsuo Bashō and followed the prescribed literary analysis format and scoring rubric to ensure consistency.

Following baseline assessment, the researcher implemented the AI-assisted reading intervention over four consecutive weeks, conducted one hour per day for a total of twenty sessions. This dosage aligns with evidence-based practice in literacy intervention research, where intensive, short-duration instruction with daily scaffolded engagement has been shown to support skill acquisition and strategy development; the daily schedule was also designed to fit within the school's existing reading program and class period structure, minimizing disruption to regular coursework. During

each session, learners engaged in structured reading and analysis activities using AI tools as a supportive scaffold: they read assigned texts independently first, then used AI to clarify meaning, generate guiding questions, explore alternative interpretations, and verify observations against textual evidence, while retaining full responsibility for forming and articulating their own analysis. The researcher closely monitored all sessions to ensure proper use of the technology, adherence to ethical guidelines, and alignment with the target competencies.

Following the post-test, the researcher conducted a focus group discussion (FGD) with five purposively selected Grade 8 learners chosen to represent different levels of observed improvement including high, moderate, and modest gains so that varied experiences and perspectives could be captured. This targeted selection ensured the sample reflected the range of outcomes in the full cohort rather than representing a random subset. The session explored which specific features of AI-assisted reading tools contributed most to their literary text analysis, using the semi-structured interview guide with core and probing questions. The discussion was conducted in a comfortable setting, recorded with permission, and guided to ensure that all participants shared their experiences openly and thoroughly. With five participants, thematic saturation was reached: no new themes or categories emerged in the final coding rounds, confirming that the range of learner experiences was adequately represented.

Post-Data Gathering Stage. Once all tests and the FGD were completed, the quantitative data were compiled, tallied, and subjected to appropriate statistical analysis. The researcher first organized and verified all scores from the pre-test and post-test to ensure accuracy, completeness, and consistency before processing. Descriptive statistics such as mean and standard deviation were computed to describe the learners' general level of proficiency in literary analysis before and after the intervention, specifically in explaining maxims, interpreting universal truths, and evaluating embedded philosophies. To determine whether a significant difference existed between pre-intervention and post-intervention performance and thus measure the effectiveness of AI-assisted reading as an instructional strategy, inferential statistics specifically the paired-samples t-test were applied at a predetermined level of significance. Meanwhile, the qualitative data gathered from the FGD were transcribed, reviewed, and analyzed using thematic analysis as outlined by Braun and Clarke (2006) to identify recurring patterns and key themes related to the helpful features of the AI-assisted reading tools. The results from both quantitative and qualitative strands were then combined, interpreted in accordance with the established proficiency scale, carefully documented, and used to answer all research questions, test the study's assumptions, and draw evidence-based conclusions and recommendations.

Statistical and Thematic Analysis

Mean. This descriptive statistic was used to determine the general level of ability of Grade 8 learners in analyzing literary texts before and after the implementation of AI-assisted reading. It was computed separately for pre-test and post-test scores across the three target domains explaining maxims, interpreting universal truths, and evaluating embedded philosophies as well as for the overall combined score.

Standard Deviation. This measure was calculated to describe the spread or consistency of learners' scores. A low standard deviation indicated that performance was closely clustered around the mean, showing uniformity in ability; a higher value reflected greater variation among respondents. This helped assess whether the intervention produced consistent results across the group or affected learners differently.

Normality Testing. Prior to inferential analysis, the Shapiro–Wilk test was applied to the distribution of difference scores (post-test minus pre-test) for each domain and for the overall measure. Results confirmed that the assumption of approximate normality was satisfied for all comparisons ($p > 0.05$), validating the use of parametric procedures.

Paired-Samples t-Test. This inferential statistic was the appropriate tool for the quantitative phase's one-group pretest–posttest structure, as it specifically compared the scores of the same set of respondents before and after the intervention. The test was conducted at a 0.05 level of significance, the standard threshold for educational research. Separate tests were run for each of the three domains and for the overall score; each domain was treated as a distinct, theoretically independent outcome aligned with separate research questions, rather than a set of redundant comparisons, so no familywise error correction was applied. If the computed p-value was less than 0.05, the null hypothesis — that there was no significant difference in learners' literary analysis skills — was rejected, indicating that AI-assisted reading effectively improved their competencies.

Effect Size Calculation. Beyond statistical significance, Cohen's d was computed for each comparison to measure the magnitude of observed change and establish practical significance. Effect sizes were interpreted using standard benchmarks: $d = 0.20$ (small), $d = 0.50$ (medium), and $d \geq 0.80$ (large). This complemented hypothesis testing by distinguishing between statistically reliable but minor differences and those representing substantively meaningful gains.

The source reports a focus group with five learners. Its sampling descriptions differ. The thematic analysis proceeded through familiarization, coding, theme development, review, definition, and reporting.

Phase 1 Familiarization with the Data. The researcher first transcribed the recorded FGD verbatim and read through the complete transcript multiple times to become fully immersed in the participants' responses. Key ideas, recurring observations, and initial impressions were noted down during this process to ensure thorough understanding of the data.

Phase 2 Generating Initial Codes. After becoming familiar with the data, the researcher systematically assigned concise labels or "codes" to meaningful segments of the transcript. These codes captured specific features, experiences, and effects of AI-assisted reading tools that participants mentioned, such as clarifying difficult words, breaking down complex ideas, offering guiding questions, and helping organize thoughts.

Phase 3 Searching for Themes. All generated codes were then reviewed, sorted, and grouped into broader categories or "themes." At this stage, the researcher looked for connections, similarities, and relationships among the codes to identify which features of AI-assisted reading tools stood out as most significant and how these contributed to the learners' ability to analyze literary texts.

Phase 4 Reviewing Themes. The provisional themes were checked and verified against the original transcript to ensure they accurately reflected what the participants shared and were well supported by the actual data. Any theme that lacked clear evidence or overlapped with another was refined, merged, or removed to keep the analysis accurate and focused.

Phase 5 Defining and Naming Themes. Each finalized theme was clearly described and given a specific name that captured its core meaning. The researcher wrote a brief summary for each theme explaining its nature and how it related to the study's focus on AI-assisted reading and literary text analysis.

Phase 6 Producing the Final Narrative. Finally, the refined themes were organized into a coherent written narrative that answered the research question. Quotations from the participants were included to illustrate each theme, and the findings were presented clearly alongside the quantitative results, producing a complete explanation of how and which AI features supported learners in analyzing literary texts

Results and Discussion

Before AI-assisted reading, the mean scores placed each domain at Developing. After the sessions, the reported mean scores fell in the Proficient range in all three domains.

Pretest Performance

Table 3

Explaining Maxims (Pretest)

Score	Frequency	Percentage	Level
13 – 15	1	2.63	Highly Proficient
11 – 12	7	18.42	Proficient
9 – 10	11	28.95	Approaching Proficiency
7 – 8	13	34.21	Developing
0 – 6	6	15.79	Beginning
Total	38	100.00	
Mean Raw Score	8.76		
Mean Percentage Score	58.42		
Standard Deviation	2.11		

Table 4

Interpreting Universal Truths (Pretest)

Score	Frequency	Percentage	Level
13 – 15	1	2.63	Highly Proficient

Score	Frequency	Percentage	Level
11 – 12	4	10.53	Proficient
9 – 10	13	34.21	Approaching Proficiency
7 – 8	15	39.47	Developing
0 – 6	5	13.16	Beginning
Total	38	100.00	
Mean Raw Score	8.61		
Mean Percentage Score	57.37		
Standard Deviation	1.85		

Table 5
Evaluating Embedded Philosophies (Pretest)

Score	Frequency	Percentage	Level
13 – 15	1	2.63	Highly Proficient
11 – 12	4	10.53	Proficient
9 – 10	16	42.11	Approaching Proficiency
7 – 8	12	31.58	Developing
0 – 6	5	13.16	Beginning
Total	38	100.00	
Mean Raw Score	8.74		
Mean Percentage Score	58.25		
Standard Deviation	1.79		

Posttest Performance

Table 6
Explaining Maxims (Posttest)

Score	Frequency	Percentage	Level
13 – 15	20	52.63	Highly Proficient
11 – 12	14	36.84	Proficient
9 – 10	4	10.53	Approaching Proficiency
7 – 8	0	0.00	Developing
0 – 6	0	0.00	Beginning
Total	38	100.00	
Mean Raw Score	12.50		
Mean Percentage Score	83.33		
Standard Deviation	1.33		

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Table 7
Interpreting Universal Truths (Posttest)

Score	Frequency	Percentage	Level
13 – 15	19	50.00	Highly Proficient
11 – 12	19	50.00	Proficient
9 – 10	0	0.00	Approaching Proficiency
7 – 8	0	0.00	Developing
0 – 6	0	0.00	Beginning
Total	38	100.00	
Mean Raw Score	12.79		
Mean Percentage Score	85.26		
Standard Deviation	1.21		

Table 8
Evaluating Embedded Philosophies (Posttest)

Score	Frequency	Percentage	Level
13 – 15	21	55.26	Highly Proficient
11 – 12	12	31.58	Proficient
9 – 10	4	10.53	Approaching Proficiency
7 – 8	1	2.63	Developing
0 – 6	0	0.00	Beginning
Total	38	100.00	
Mean Raw Score	12.45		
Mean Percentage Score	82.98		
Standard Deviation	1.66		

Table 9
Summary of Pretest and Posttest Means

Indicator	Pre-Test Mean	Proficiency Level	Post-Test Mean	Proficiency Level
Explaining Maxims	8.76	Developing	12.50	Highly Proficient
Interpreting Universal Truths	8.61	Developing	12.79	Highly Proficient
Evaluating Embedded Philosophies	8.74	Developing	12.45	Proficient

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Reported Paired Comparisons

Table 10

Paired Comparisons: Mean Scores, Differences, and Test Statistics

Indicator	Pretest Mean	Posttest Mean	Mean Difference	t	p
Explaining Maxims	8.76	12.50	3.74	9.97	< 0.001
Interpreting Universal Truths	8.61	12.79	4.18	10.83	< 0.001
Evaluating Embedded Philosophies	8.74	12.45	3.71	8.53	< 0.001
Overall Composite	8.70	12.58	3.88	16.09	< 0.001

Table 11

Paired Comparisons Continued: Effect Sizes, Intervals, and Decisions

Indicator	Cohen's d	95% CI for Difference	Decision	Interpretation
Explaining Maxims	1.62	2.98–4.50	Reject H_0	Significant difference
Interpreting Universal Truths	1.76	3.39–4.97	Reject H_0	Significant difference
Evaluating Embedded Philosophies	1.38	2.83–4.59	Reject H_0	Significant difference
Overall Composite	2.61	3.39–4.37	Reject H_0	Significant difference

The reported pretest-to-posttest differences were statistically significant ($p < .001$). The one-group design cannot isolate the effect of AI-assisted reading from practice effects, maturation, or other influences.

Focus Group Findings

Table 12

Features of AI-Assisted Reading Identified by Learners

Theme	Categories
Explains Clearly and Asks Questions to Help Students Think	• Gives simple explanations and examples that match the story students read • Asks follow-up questions so students find the deeper meaning ourselves
Helps Without Shaming and Allows Students to Try Again	• Gives gentle feedback and explains in another way if students don't get it right away • Lets students rewrite and improve until students are confident with our answer

Explains Clearly and Asks Questions to Help Students Think. This theme shows how the AI-assisted reading explains things in easy words and uses examples that fit the story, so students don't get confused with hard terms. It does not just give the answer, it asks questions that lead students to think deeper and find the meaning on their own.

"Mas dali ra masabtan kay dili lisod ang iyang mga words. Ipasabot niya gamit ang examples nga sakto sa story, dili kanang unrelated gani." — Student 1

[It's easier to understand because its words are not hard. It explains using examples that fit the story, not something unrelated.]

"Mohatag siya og tubag dayon, ug kung dili nako masabtan, magpasabot siya pag-usab hangtod makuha nako." — Student 2

[It gives the answer right away, and if I don't understand, it explains again until I get it.]

"Kung dili nako masabtan ang message, mohatag siya og lain nga example. Dili niyia balikon mohatag siya ug lain, mao nga dali ra gyud masabtan." — Student 4
[If I don't get the message, it gives another example. It doesn't just repeat the same thing, so it's really easy to understand.]
Helps Without Shaming and Allows Students to Try Again. This theme tells how the AI corrects the students nicely and never makes them feel embarrassed. If their answer is not right, it explains in a different way instead of saying they are wrong. They can try many times until they get it, and they feel braver to answer. This is evident in the responses of the students:
"Kung sayop akong tubag, dili siya moingon nga 'sayop'. Mon guide siya unsay sakto' ug magpasabot siya og lain nga paagi. Dili ko maulawan." — Student 3
[If my answer is wrong, it doesn't say 'wrong'. It says: 'Try thinking about this…' and explains it another way. I don't feel ashamed.]
"Pwede ko mosulat, i-check niya, unya usbon nako dayon. Balik-balik hangtod sakto. Dili nako maghulat sa akong teacher ineg ugma." — Student 5
[I can write, it checks it, then I fix it right away. Again and again until it's correct. I don't need to wait for the teacher tomorrow.]
"Dili siya kapoyon magpasabot hangtod masabtan nako. Mao nga dili ko mahadlok mo-answer bisan dili ko sigurado." — Student 1
[It never gets tired explaining until I get it. That's why I'm not afraid to answer even if I'm not sure.]
Learners described clear explanations, guiding questions, and chances to revise without embarrassment. These accounts help interpret the score changes but do not establish which feature caused the gains.

Output of the Study

The proposed framework addresses the initial difficulties documented in explaining maxims, interpreting universal truths, and evaluating embedded philosophies. It organizes AI-assisted activities around these competencies while preserving an independent first attempt by learners.
Focus-group accounts of clear explanations, guided questions, and repeated practice informed the support built into the framework. Its phases, monitoring measures, and equity safeguards are proposals for classroom use.

AI-ASSISTED LITERARY ANALYSIS FRAMEWORK

Basak National High School | School Year 2026–2027

Rationale

Literary analysis is central to language and literature education, yet learners at Basak National High School showed consistent difficulty moving beyond basic comprehension to the higher-order thinking this competency demands. The specific gap this framework addresses is the lack of structured, accessible guidance to help learners identify deeper meanings, recognize broader themes, and evaluate underlying values skills that traditional instruction alone had not consistently developed. Findings confirmed that AI-assisted reading, when designed around clear, relatable explanations, thoughtful guided questioning, gentle non-judgmental feedback, and repeated opportunities for practice, directly supported these areas and was associated with meaningful improvement.
This framework translates those evidence-based results into a practical implementation guide. The design maps directly to observed learner needs and experiences: functions that clarified meaning and guided deeper thinking form the core instructional support components, while features that offered safe encouragement and repeated practice shape the confidence-building and independent-learning dimensions.
The framework is intended primarily for classroom teachers as their daily instructional reference; it also serves school heads as a planning and monitoring tool and division-level specialists as a reference for designing localized technology-enhanced literacy programs. To ensure appropriateness and alignment with educational standards, the framework underwent expert validation by three education specialists in educational technology, language and literature instruction, and curriculum development, whose feedback refined its structure, clarity, and applicability to the local school context.

II. Objectives

Anchored in the Department of Education's goals for improved literacy and critical thinking as outlined in Department Order No. 003, s. 2026, this framework aims to guide the effective integration of AI-assisted reading so that within one school year, Grade 8 learners attain at least Proficient level performance in literary analysis, specifically in explaining maxims, interpreting universal truths, and evaluating embedded philosophies while demonstrating growing

independence in interpreting texts without immediate tool support and practicing responsible, balanced use of digital resources.

Scope

This framework covers Grade 8 language and literature instruction, focusing on the three core analytical competencies: explaining maxims, interpreting universal truths, and evaluating embedded philosophies. It is designed for use in school contexts similar to Basak National High School, where learners demonstrate basic comprehension but require structured support to develop higher-order interpretive skills; it may be adapted for related grade levels and competencies but is not intended as a universal solution for all literacy or technology integration needs.

Success Criteria

The framework will be considered effective when:

- Learners consistently demonstrate Proficient-level performance across the three target competencies on post-implementation assessments;
- Learners independently attempt interpretation before seeking tool support, showing reduced over-reliance over time;
- Teachers report increased confidence in guiding AI-enhanced literary instruction and observe improved learner engagement with text;
- Implementation proceeds sustainably with equitable access, appropriate guidance, and alignment with DepEd standards.

Table 13
Implementation Phase 1

Field	**Implementation Plan**
Phase	1
Focus	Orientation and Establishment of Guidelines
Suggested Duration	1 week (3 sessions)
Key Activities	• Explain AI as a learning aid, not a shortcut • Co-create usage agreements: when tools may be used vs. independent work • Emphasize learner ownership of ideas, voice, and final work
Roles & Responsibilities	Teacher: Lead orientation, model responsible use, co-develop guidelines Learner: Understand and follow agreements, take ownership of work Administrator: Ensure equitable access and support clear expectations
Recommended Tools & Approach	Tool-agnostic selection; begin with one familiar platform; prioritize free, low-data resources
Resource Requirements	Devices for demonstration; printed guidelines as backup
Monitoring & Feedback Loop	Track initial understanding and comfort level; adjust tone or examples as needed

Table 14
Implementation Phase 2

Field	**Implementation Plan**
Phase	2
Focus	Three-Tiered Scaffolded Instruction
Suggested Duration	2 weeks (6 sessions)

Field	Implementation Plan
Key Activities	• Clarify Meaning: Simplify language, provide relatable examples for maxims and passages • Uncover Themes: Guide from story details to broader messages through follow-up questions • Examine Perspectives: Identify and reflect on underlying values in the text
Roles & Responsibilities	Teacher: Model each tier, guide practice, monitor balance of tool and own thinking Learner: Engage with prompts, build answers step by step Administrator: Ensure consistent connectivity and device availability
Recommended Tools & Approach	Generative AI tools that explain, rephrase, and question rather than answer directly; offline discussion prompts as backup
Resource Requirements	Reliable connectivity; shared or 1:1 devices; text copies
Monitoring & Feedback Loop	Weekly check-ins: note which competencies need more support; adjust pacing

Table 15
Implementation Phase 3

Field	Implementation Plan
Phase	3
Focus	Feedback and Iterative Revision
Suggested Duration	1 week (3 sessions)
Key Activities	• Draft analysis first before seeking tool support • Receive clarification and alternative explanations, never rewritten work • Revise independently until confident and satisfied
Roles & Responsibilities	Teacher: Review drafts, reinforce effort, guide revision focus Learner: Draft first, revise personally, reflect on progress Administrator: Support flexible scheduling for repeated attempts
Recommended Tools & Approach	Tools that provide feedback and re-explain; peer review and teacher conferencing as alternatives
Resource Requirements	Devices for drafting; notebooks or worksheets for offline revision
Monitoring & Feedback Loop	Mid-implementation review: gather learner feedback; identify confusing or helpful features

Table 16
Implementation Phase 4

Field	Implementation Plan
Phase	4
Focus	Gradual Fading of Support and Independence
Suggested Duration	Ongoing, minimum 2 weeks (continuing beyond formal intervention)

Field	Implementation Plan
Key Activities	• Attempt analysis independently first • Reduce reliance on prompts as proficiency grows • Maintain AI as backup only; celebrate independent work
Roles & Responsibilities	Teacher: Encourage independent attempts, praise self-reliance, adjust support gradually Learner: Try alone first, use tools sparingly, build confidence without prompts Administrator: Create spaces to showcase independent work
Recommended Tools & Approach	Same tools, used less frequently; progressively more independent tasks and new texts to practice
Resource Requirements	Varied literary texts; reduced tool time; display boards for independent outputs
Monitoring & Feedback Loop	End-of-cycle assessment; compare against success criteria; share insights forward

Core Principles

Table 17

1. Learner-Led, AI-Supported
(Phase 2–4 foundation)

Field	Core Principle
Principle	1. Learner-Led, AI-Supported (Phase 2–4 foundation)
Theoretical/Literary Grounding	Constructivism (Vygotsky, 1978); learner agency literature (Ocampo, 2025)
Guiding Description	Learners generate ideas and lead interpretive decisions; AI clarifies, suggests, and refines never composes, replaces, or submits as original work.
Observable Indicators & Practices	• Learner drafts produced before any tool is used • Tool responses are paraphrased or built upon, not copied directly • Final answers remain in the learner's own voice and style
Safeguards & Equity Notes	Over-reliance safeguard: If a learner consistently asks the tool to begin or complete work, the teacher pauses tool access and guides independent drafting first.

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Table 18
2. Progressive Skill Development
(Phase 2 focus)

Field	**Core Principle**
Principle	2. Progressive Skill Development (Phase 2 focus)
Theoretical/Literary Grounding	Scaffolding Theory (Bruner, 1966); cognitive load research (Fattah et al., 2024)
Guiding Description	Skills build sequentially: start with understanding explicit meaning → move to identifying broader themes → advance to evaluating underlying values and perspectives.
Observable Indicators & Practices	• Maxims taught and practiced before universal truths • Guided questions narrow from general to specific • New tasks always build on previously mastered skills
Safeguards & Equity Notes	—

Table 19
3. Safe and Responsive Guidance
(Distinct: this is the tone and manner of support; Phase 1 sets agreements, Phase 3 applies them)

Field	**Core Principle**
Principle	3. Safe and Responsive Guidance (Distinct: this is the tone and manner of support; Phase 1 sets agreements, Phase 3 applies them)
Theoretical/Literary Grounding	Scaffolding Theory (Vygotsky, 1978); affective learning research (Pau et al., 2026)
Guiding Description	Feedback is encouraging and rephrased until understood; mistakes are framed as information about what needs more practice, not as personal failure.
Observable Indicators & Practices	• Responses never label answers as “wrong” • Alternative explanations provided instead of repeating the same wording • Revision is framed as strengthening, not correcting
Safeguards & Equity Notes	—

Table 20
4. Ethical and Transparent Practice
(Distinct: this governs how and when tools are used; Phase 1 establishes rules, Phase 3 enforces them)

Field	**Core Principle**
Principle	4. Ethical and Transparent Practice (Distinct: this governs how and when tools are used; Phase 1 establishes rules, Phase 3 enforces them)
Theoretical/Literary Grounding	TPACK (Mishra & Koehler, 2006); digital citizenship frameworks
Guiding Description	AI use is acknowledged, purposeful, and visible; boundaries and academic integrity are taught, modeled, and upheld consistently.
Observable Indicators & Practices	• Tool use is declared in submitted work • Clear rules distinguish when AI may be used vs. when thinking must be done alone • Teachers model responsible use openly
Safeguards & Equity Notes	Misuse safeguard: Usage agreements include consequences for unacknowledged or excessive reliance; periodic reviews ensure tools remain aids rather than substitutes.

Table 21
5. Temporary Support Toward Independence
(Phase 4 goal)

Field	**Core Principle**
Principle	5. Temporary Support Toward Independence (Phase 4 goal)
Theoretical/Literary Grounding	Scaffolding fading framework (Bruner, 1966)
Guiding Description	Assistance is gradually reduced; the ultimate goal is for learners to analyze texts confidently and completely on their own.
Observable Indicators & Practices	• Tool-free practice increases over time • Learners attempt independent answers before opening any tool • Progress is measured by work produced without assistance
Safeguards & Equity Notes	—

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Table 22
6. Equitable Access and Inclusive Design
(Cross-cutting principle)

Field	Core Principle
Principle	6. Equitable Access and Inclusive Design (Cross-cutting principle)
Theoretical/Literary Grounding	DepEd equity mandates; digital divide research
Guiding Description	All learners can participate fully regardless of device availability, connectivity, or language background.
Observable Indicators & Practices	• Offline alternatives provided when internet is unavailable • Free or zero-cost tools prioritized • Explanations use simple, local, and relatable language • Shared devices scheduled to ensure equal opportunity
Safeguards & Equity Notes	Equity safeguard: No learner is penalized for limited connectivity; deadlines or formats adapt to available resources.

Expected Outcomes

This framework sets clear, proficiency-aligned targets organized into immediate, intermediate, and long-term goals, with each outcome defined by observable behavior rather than general description.

Immediate Outcomes. By the end of the implementation period, learners are expected to progress consistently from Developing or Approaching Proficiency levels to at least Proficient status across all three core competencies. In explaining maxims, this means learners will be able to state both the literal meaning and broader significance of sayings and principles without relying on tool support, producing responses that reflect their own understanding rather than restated information. In interpreting universal truths where baseline performance was lowest learners will move beyond recounting story events to identifying and articulating enduring themes and shared human experiences that extend beyond the specific text studied. In evaluating embedded philosophies, learners will progress from recognizing general messages to describing and comparing the underlying values, perspectives, and assumptions conveyed through the work, distinguishing clearly between what happens in the story and what those details suggest about broader ideas.

Intermediate Outcomes. Beyond proficiency levels, learners will develop consistent habits of independent thinking and responsible tool use. They will attempt analysis on their own before seeking any assistance, turning to AI as a backup resource rather than a starting point. They will be able to acknowledge when tools have guided their thinking and distinguish between ideas they developed themselves and suggestions they received. They will also demonstrate increased confidence in sharing their interpretations, including ideas that are still forming, without fear of being judged incorrect.

Long-Term Outlook. It is anticipated that strengthened analytical approaches will carry forward into future literary studies and related academic tasks, though this remains an aspirational goal rather than a confirmed outcome because no delayed post-test was conducted, sustained or fully transferable performance has not yet been measured. A follow-up assessment conducted eight to ten weeks after the intervention is recommended to determine whether gains persist and to what extent learners can apply these skills to new or unfamiliar texts.

Sustainability and Institutionalization. To embed these practices beyond the initial implementation period, the framework will be integrated into Grade 8 English instructional guides and shared with parallel classes; teachers who apply it will serve as peer mentors in subsequent school years. Insights and results will be documented and offered as a reference for similar school contexts, with broader scaling proceeding cautiously expanding by one additional grade level or partner school per academic year and reviewed before further adoption. Zero-cost or freely accessible tools will remain the priority, and training will be scheduled within regular in-service hours to avoid creating additional cost or time burdens.

Risks and Mitigations. Three key considerations guide implementation to ensure benefits are shared equitably and responsibly. Over-reliance on tools is addressed by requiring learners to draft their own analysis first in every activity, scheduling weekly practice sessions without tool access, and gradually reducing availability as proficiency grows.

Equity gaps related to devices or connectivity are managed by preparing offline alternatives and printed materials in advance, scheduling shared devices to ensure equal opportunity, and adjusting deadlines or requirements when access is limited. Data privacy and appropriateness are upheld by using only recognized or education-focused platforms, reviewing usage guidelines with both learners and parents, and encouraging questions about texts and ideas rather than sharing personal or sensitive information.

Conclusion

The findings of this study indicate that AI-assisted reading was associated with substantial improvement in learners' literary analysis skills, functioning not merely as a temporary support but as a responsive, learner-centered instructional approach that helped narrow the gap between existing comprehension levels and the higher-order thinking required for literary interpretation. By providing clear, context-matched explanations, thought-provoking questions, gentle feedback, and repeated opportunities for revision, the approach fostered a low-anxiety environment where Grade 8 learners at Basak National High School advanced from surface-level understanding toward deeper engagement with meaning, themes, and underlying values. The consistent gains across all three competencies explaining maxims, interpreting universal truths, and evaluating embedded philosophies suggest that when AI tools are designed to support rather than replace critical thinking, they can encourage learners to approach texts more independently, though sustained or fully independent application over time was not measured and remains open to further investigation.

Recommendations

Based on the findings, conclusions, and recognized limitations of this study, the following recommendations are presented for distinct stakeholders:

English Teachers. Teachers are encouraged to explore AI-assisted reading as a supportive instructional approach within contexts similar to Basak National High School, particularly where learners show difficulty moving beyond basic comprehension to deeper literary analysis. Priority should be given to integrating the features learners identified as most helpful: delivering clear, relatable explanations and guiding questions that invite independent thinking; offering non-judgmental feedback and repeated opportunities for revision to build confidence; and providing targeted, sustained support especially for interpreting broader themes and evaluating underlying values the areas where learners began with the greatest need. Teachers should also participate in dedicated professional development focused on responsible AI integration, including how to scaffold tool use, emphasize critical thinking, and guide learners to distinguish between helpful support and over-reliance. System-wide adoption is not recommended at this stage; rather, implementation should proceed cautiously and locally until findings are confirmed across broader settings.

School Administrators. Administrators are encouraged to ensure equitable access to reliable digital tools and resources, so that all learners can benefit regardless of available equipment or connectivity. They should plan and allocate resources for ongoing teacher professional development focused on emerging educational technologies, creating opportunities for shared practice and the co-development of context-appropriate lessons. Administrators may also pilot the proposed AI-Assisted Literary Analysis Framework within their schools, monitoring implementation and gathering feedback to refine its suitability for their learner population.

Department of Education (DepEd). Findings from this single-site study offer preliminary insight but are not yet generalizable to inform national policy. DepEd may consider these results as a basis for further regional investigation, with the proposed framework serving as a reference for developing localized technology-enhanced literacy guides. Should broader validation studies confirm these outcomes, DepEd could then explore embedding AI-assisted reading strategies in K-12 English learning materials and teacher training curricula, always with equity, data privacy, and learner independence as central design principles.

Learners. Learners are encouraged to approach AI tools as aids to understanding rather than as replacements for their own thinking. They should practice using explanations and examples to build their own interpretations, asking additional questions when meaning remains unclear, and viewing revision opportunities as safe, low-risk moments to strengthen their ideas gradually reducing reliance on the tool as their confidence and analytical skills grow.

Future Researchers. This study's design limits definitive causal attribution; future inquiry should employ controlled designs with comparison or control groups, larger and more diverse samples, extended implementation periods, and follow-up assessments to measure whether gains persist over time. Subsequent investigations may also include a wider range of literary texts to establish whether observed skills transfer to new or unfamiliar material, and explore varying levels of teacher guidance to identify the most effective balance between tool support and independent practice. Qualitative work could further examine perspectives from learners who progressed more slowly despite intervention, to identify where additional or different support is needed.

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