

## CHAPTER 4

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### TEACHING MARY WOLLSTONECRAFT THROUGH ARTIFICIAL INTELLIGENCE: RETHINKING LITERATURE IN THE DIGITAL AGE

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#### **Abstract**

*Mary Wollstonecraft's contribution to both literature and education is seminal, particularly through her work *A Vindication of the Rights of Woman* (1792), which advocated women's equality and intellectual development. Nevertheless, historical contexts and linguistic complexities of 18th century texts can be challenging to contemporary students. In the present age of digitalization, Artificial Intelligence (AI) can present innovative pedagogical opportunities which can reimagine the instructional patterns. This chapter delves into examining how AI can assist in developing educational tools which can enhance teaching literary concepts, strengthening textual understanding and improve students' attentiveness. This chapter will also delve into analyzing how Natural Language Processing (NLP) and Automated Text Analysis, AI based platforms can help learners understand literature, combining digital humanities and AI assisted teaching. In this chapter, we will try to analyse how AI can help understand Wollstonecraft's arguments through AI-assisted interpretative learning.*

*Keywords: AI, Mary Wollstonecraft, Literature, Teaching, Digital Age.*

#### **Introduction**

Pedagogical approach to literature emphasizes interpretative analysis and classroom discussion (Eagleton, 2011). Mary Wollstonecraft (1759–1797) is one of the most iconic figures in modern discussions on gender, education and social change. She was an 18<sup>th</sup> century author whose work is still important in gender conscious philosophy. Her pathbreaking work, *A Vindication of the Rights of Woman* (1792), fought for women's right to an education and intellectual equality (Adhikari &

Saha, 2022a), directly going against the ideas of men at the time (Adhikari & Saha, 2022b). Wollstonecraft's support for rational education and gender equality is still relevant in academic discussions about feminism, teaching, and social change (Adhikari & Saha, 2023a).

In modern classrooms, studying Wollstonecraft gives students a chance to question early feminist philosophy, Enlightenment ideas, and the history of women's rights (Barry, 2012). However, students often face difficulties when engaging with eighteenth-century texts because of their complex language, subtle rhetoric, and references that are specific to the time period (Reynolds, 2003). These obstacles can impede both understanding and critical engagement, underscoring the necessity for pedagogical approaches that integrate historical content with modern analytical methodologies (Anderson, 2008).

An analysis of AI's applications revealed that it can enhance the teaching and learning of the English language. It aids practitioners in pedagogical matters, particularly in translation tasks (Lie & Long, 2025). In the study, AI helped English teachers improve listening activities and create a communication environment that was similar to that of a native speaker. It appeared that indirectly, the other two language skills, reading and writing, could also be enhanced through the use of the tool (Yuan, 2025). The researcher concluded that incorporating AI into English teaching activities facilitates student interaction and enhances their learning opportunities. Indeed, it might foster positive growth among the practitioners in their efforts to instruct the language (Agrawal, Gans & Goldfarb, 2018). Recent developments in Artificial Intelligence (AI) present innovative solutions for tackling these educational challenges (Luckin et al., 2016). Artificial intelligence (AI) technologies like, adaptive learning environments, Natural Language Processing (NLP) and intelligent tutoring platforms and can help with better text analysis, personalized reading experiences and automated feedback (Russell & Norvig, 2021). In the context of teaching Wollstonecraft, AI tools can help students understand difficult arguments, let them interactively explore historical and philosophical contexts and encourage them to think critically about literary and philosophical works (Padhan et al., 2023).

Russell and Norvig (2021) define artificial intelligence as computer systems that can do tasks that usually require human cognitive functions, like reasoning, language processing and pattern recognition. In the classroom, these technologies can help teachers build on students' learning while keeping the interpretive and analytical nature of literature instruction. By using AI in literature teaching, teachers can rethink how students interact with classic texts, making 18<sup>th</sup> century philosophical works more accessible and relevant to modern learners (Abeba, 2021). This chapter will focus on how AI can transform teaching of Mary Wollstonecraft. It will also highlight

the budding of digital support in interpreting and analysing literary texts. This concludes that, in spite of replacing the traditional methods of teaching learning, AI assisted tools can complement pedagogical resources.

### **Use of Artificial Intelligence in Education**

AI serves as a virtual mentor and is being used extensively in a variety of educational technology platforms, particularly those that are online. The method of mentoring involves a more experienced individual helping a less experienced individual or the mentee accomplish a learning goal (Klamma et al., 2020). Like a teacher or tutor, AI can offer suggestions for material that needs to be reviewed after giving comments on students' learning activities and practice problems. Virtual Mentor (VM) is a multimedia-integrated e-learning environment that emphasizes interaction, customisation and intelligence, as found by Zhang (2016).

One of the most well-known and utilized AI technologies in many industries, including education, is voice assistant. Google Assistant (Google), Siri (Apple), Cortana (Microsoft) and others are examples of well-known voice assistants. By simply speaking or mentioning terms, Voice Assistant enables students to look up resources, reference questions, articles and books (Ahuja, 2019). Additionally, the VA will provide the results of your search based on the specified keywords. Like a personal assistant, Voice Assistant may speak and explain the information you require in addition to presenting it as text and graphics (Yuan, 2025).

An AI system called Smart materials makes it easier and faster to share and locate programmable digital books and other materials (Das & Adhikari, 2026). These days, public libraries, academic institutions, and schools all have digital libraries that are common instances of how this technology is being used. AI is able to swiftly and efficiently locate and classify the books we are looking for. Even book recommendations and other content pertinent to your search will be provided. Smart content is an overview of a variety of educational resources, including interfaces that may be customized to meet our needs and digital textbooks (Al-Samarraie, Teng, Alzahrani & Alalwan, 2021).

Numerous industries, including education, have made extensive use of this AI technology. In short, students or users of Global Courses can look for and enroll in online courses from anywhere in the world. Based on the keywords you've previously input, the course platform can suggest your interests. You can currently try a number of open and free courses with a range of engaging, interactive, and structured features and content. MOOCs, Udemy, Google AI, Alison, Khan

Academy, edX, Udacity, Coursera and other platforms are a few examples of courses that have included AI technology (Zhang, 2021).

### How AI can support teaching of Mary Wollstonecraft

AI-assisted vocabulary tools improve textual comprehension and reading confidence by assisting pupils in understanding philosophical terminology (Abebe et al., 2020). Deeper engagement with Wollstonecraft’s central concepts on reason, virtue and women’s education is made possible by automated textual analysis, which can spot recurrent themes, rhetorical patterns, and conceptual linkages (Tian et al., 2024). Long chapters are condensed into readable summaries by AI summarizing techniques, which enhance understanding without sacrificing critical thinking (Andreas, 2020). AI writing support helps students improve essays and thoughtful answers on feminist philosophy by offering tailored criticism (Al-Samarraie et al., 2021). Innovative AI tools promote experiential learning in line with Montessori and Noddings’ learner-centered approaches by enabling interactive investigation of philosophical ideas through role-playing or simulations. Adaptive learning platforms increase interest and facilitate self-paced study by customizing content to each student’s needs (Birhane, 2021). Lastly, AI discussion platforms encourage students to consider many interpretations of Wollstonecraft’s views by facilitating critical debate and collaborative communication. By fusing cutting-edge technology with humanistic teaching methods, these AI-enabled tools have the potential to revolutionize literature pedagogy.

**Table 1: To show how AI can help developing teaching objectives and its application in teaching**

Sl No	Tool Type	Objective of Teaching	Pedagogical Function	Application in Teaching Mary Wollstonecraft
1	Vocabulary Assistance Tool	Improve language skills and ability to understand historical texts	Explaining difficult words	Will help in understanding English and philosophical terms from the 1700s
2	Creative AI Tools	Encourage creative use of knowledge	Support role-playing, simulations, or interactive activities	Will allows students to role-play conversations or situations using Wollstonecraft’s ideas to address modern problems.
3	AI Writing Assistants	Encourage argumentative writing and synthesis of ideas	Provide feedback on student essays	Will helps students refine their essays or reflections on Wollstonecraft’s philosophy

4	Adaptive Learning Platforms	Personalize learning and enhance engagement	Customize learning paths based on student performance	Will guide students through sections of Wollstonecraft's text according to their pace and comprehension
5	Contextual AI Systems	Encourage historical awareness and interdisciplinary understanding	Provide historical, philosophical, and social context	Will explain Enlightenment ideas influencing Wollstonecraft and link her ideas to later feminist thinkers
6	AI Summarization Tools	Improve comprehension of difficult passages	Generate simplified summaries of complex texts	Will help students understand Wollstonecraft's lengthy and complex arguments
7	AI Discussion Platforms	Foster critical thinking, communication, and discussion skills	Facilitate collaborative interpretation and debate	Students will be able to debate Wollstonecraft's arguments about women's education and equality

### AI Assisted Vocabulary

A central challenge for teaching Mary Wollstonecraft lies in helping learners to overcome rhetorical structures and linguistic challenges which can be barriers to comprehension, as readers engage with her 18<sup>th</sup> century prose. AI-powered vocabulary assistants can help resolve this problem by identifying hard words and phrases automatically, giving definitions, synonyms, context explanations, guides for pronunciation. These tools also support active reading, allowing students to understand the main ideas without getting hung up in language comprehension (Andreas, 2020). AI systems can also tailor explanations to learners' levels, providing learner-centered, scaffolded support at the right level, in line with Noddings' relational pedagogy (Adhikari, Saha & Sen, 2023b) and Montessori's approach (Saha & Adhikari, 2023a; 2023b; 2023c). Utilizing AI-assisted vocabulary tools in classrooms, educators would be able to facilitate textual understanding, deepen student engagement, and promote autonomous learning whilst immersing in Wollstonecraft's strides for women's education and rational thought. Some popular AI tools for vocabulary support are:

- **Grammarly:** Provides contextual synonyms, definitions and sentence-breaking suggestions.
- **QuillBot:** Provides options to suggest synonyms and levels of paraphrasing for complex sentence reducing

- **Rewordify:** Makes hard words and phrases easier to understand, without changing the meaning.
- **LingQ:** Word translations, contextual examples, spaced repetition for how to keep them.
- **Wordtune:** Provides alternatives and adds clarity.

**Table 2: The table below shows how AI Assisted Vocabulary can assist in solving the linguistic problems:**

Feature/s	Function/s	Application to Mary Wollstonecraft
Definitions	Provide meaning and context for difficult terms	Understanding of words like ‘prejudice’, ‘virtue’, ‘rationality’ etc.
Synonyms and Antonyms	Offer a wide range of words	Will help students in paraphrasing
Pronunciation	Corrects reading	Will facilitate classroom reading sessions
Contextual Examples	Focuses words of historical, philosophical or cultural significance	Students will understand the terms used in the texts and Enlightenment thought used by Wollstonecraft

**Source:** Developed by Researcher

### AI Assisted Textual Analysis

AI-assisted textual analysis offers computational techniques for analyzing literary texts by spotting themes and rhetorical devices (Andreas, 2020). These resources can assist students in more methodically investigating her philosophical claims. Students can see how Wollstonecraft stresses concepts like reason, virtue, education and equality by using AI-based textual analysis technologies that can identify recurrent terms, theme clusters and conceptual relationships within the text (Al-Samarraie et al., 2021). By introducing techniques frequently employed in digital humanities study, these tools supplement conventional close reading. Students can better comprehend Wollstonecraft’s critique of 18<sup>th</sup> century gender conventions by examining contextual usage and patterns of the word usages. Additionally, AI-assisted textual analysis promotes data-informed interpretation by enabling students consider how important concepts evolve over time. As a result, using AI-based textual analysis can improve students’ critical reading abilities (Lie, & Long, 2025) while deepening their analytical engagement with Wollstonecraft’s feminist thought.

**Table 3: The table below shows how AI tools can be used for Textual Analysis in Literature**

Tool	Feature/s	Function/s	Application to Mary Wollstonecraft
NVivo	Thematic Coding	Categorizes textual passages	Will provide deeper understanding of themes and concepts
MonkeyLearn	AI Text Classification	Detects sentiments	Will help in analyzing tones of the argument presented in her work
KH Coder	Network visualization	Provides conceptual connection	Will help mapping relationships among key ideas

### AI Summarization Tool

Students' comprehension of difficult philosophical books can be greatly aided by AI summary technologies. Long debates are a common feature of Mary Wollstonecraft's writings. Natural language processing is used by AI summary systems to reduce lengthy paragraphs into shorter, more understandable forms while maintaining the main ideas. These resources can aid students in understanding the major ideas of Wollstonecraft's arguments in literary classes. AI enables students to concentrate on important philosophical concepts before delving deeper into textual research by producing succinct summaries. By allowing students to contrast their own views with summaries produced by AI, these technologies also promote revision and reflective learning. Therefore, when applied carefully, AI summarization can boost students' understanding of Wollstonecraft's feminist theory and supplement conventional reading methodologies.

**Table 4: The table below shows how AI tools can be used for Summarization**

Tool	Feature/s	Function/s	Application to Mary Wollstonecraft
QuillBot	Paragraph summarizer	Shortens long passages	Will help students understand the key arguments
Resoomer	AI-based summarization	Highlights important sentences and phrases	Will assist quick review of long paragraphs

**Source:** Developed by Investigator

### AI Writing Assistance

These tools assist students improve their academic writing by offering comments on grammar, coherence, clarity and argument structure using natural language processing and machine learning. AI writing assistants can help students in literary classes organize their thoughts, strengthen their

sentences and articulate their interpretations of Wollstonecraft’s claims about women’s education and reason. These resources help students communicate their ideas more successfully by providing advice on paraphrasing, tone enhancement and logical flow. AI comments can also assist students in editing essays, reflective diaries or discussion points pertaining to Wollstonecraft’s ideas. AI writing support can boost students’ self-esteem and improve their academic writing abilities in literary analysis when utilized as a helpful learning tool rather than as a substitute for critical thought.

**Table 5: The table below shows how AI tools can be used for AI Writing Assistance**

Tool	Feature/s	Function/s	Application to Mary Wollstonecraft
Wordtune	Sentence writing	Improves tone and readability	Will help refining analytical responses
ProWritingAid	Detailed writing	Analyses writing style	Will support development of structured literary essays

**Source:** Developed by Researcher

### **Pedagogical Implications**

A structured pedagogical framework can effectively integrate Artificial Intelligence in teaching the works of Mary Wollstonecraft. AI pre-reading support helps students understand difficult vocabulary, historical context and key arguments before engaging with the text. During classroom interpretation, AI tools can facilitate discussion and encourage multiple perspectives on Wollstonecraft’s ideas about reason and women’s education. AI-assisted analysis enables students to examine themes, rhetorical patterns, and conceptual relationships through digital tools. Finally, student reflection allows learners to articulate their interpretations through AI-supported writing and discussion, fostering critical thinking and independent engagement with the text.

### **Ethical Concerns: Relating Abrams notions on ‘Thoughts’**

Abrams in his book *Teaching Literature with Artificial Intelligence: Sustaining Students’ Creativity and Autonomy in ELA Classrooms* (2026) has clearly defined the concepts of ‘Thought Provider’, ‘Thought Partner’ and ‘Thought Provoker’, which escalates scale of dependence or independence for the student and the artificial intelligence. Abrams claims that while the student is positioned as a recipient of knowledge, it is in charge of thinking and producing knowledge. There is a more equitable carrying of a cognitive burden in literature-focused English classrooms using the thought partner model: a student may be intellectually engaged in prompting and re-prompting an AI, but in the end, the

student is dependent on the AI for answers, ideas, material, or originality. The last learning model, thought provoker, places the student in charge of considering concepts and ideas, with the AI serving to make their thoughts more difficult. Instead of just taking the AI's information as gospel, students must analyze, question, or critique its content (Abrams, 2026). The instructor is positioned as the thinker in traditional classrooms, producing information and imparting it to the students. Do not confuse this form of education with anything else. It is a political and pedagogical choice. The question of who gets to think becomes, in my opinion, far more pressing when AI infiltrates learning environments in an unavoidable and increasingly common manner. There will be classrooms where AI is allowed to think instead of the teacher or the students as knowledge producers and thinkers. This results in a lack of autonomy, inventiveness, and capacity in learning environments for both the teacher and the student.

**Teaching Mary Wollstonecraft through Artificial Intelligence: A Pedagogical Framework**

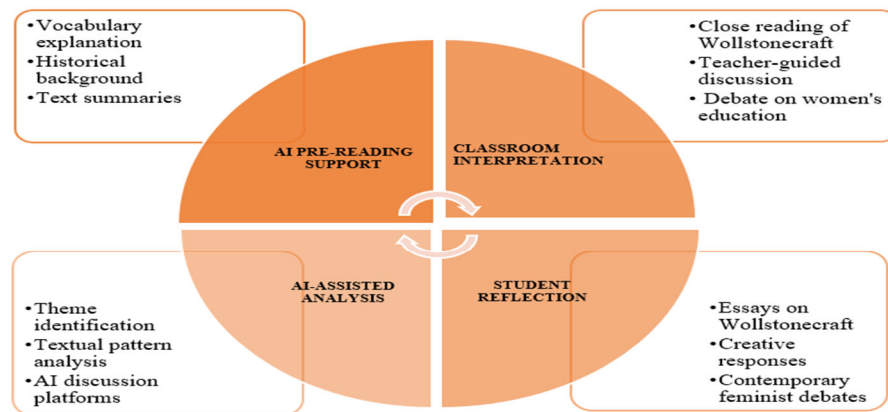


Figure 0.1 A semicircle shaded in a light and darker gray. Darker gray fills 75% of the semicircle and is labeled *The AI*; 25% is lighter gray and is labeled *The Student*.

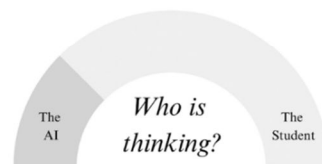


Figure 0.3 A semicircle shaded in a light and darker gray. Darker gray fills 25% of the semicircle and is labeled *The AI*; 75% is lighter gray and is labeled *The Student*.



Figure 0.2 A semicircle shaded in a light and darker gray. Darker gray fills 50% of the semicircle and is labeled *The AI*; 50% is lighter gray and is labeled *The Student*.

Image Source: *Teaching Literature with Artificial Intelligence: Sustaining Students' Creativity and Autonomy in ELA Classrooms*, Abrams, 2026

However, artificial intelligence in education offers both opportunities and constraints, just like any technological intervention. While AI can increase student engagement, facilitate textual analysis and increase access to information, it also carries the potential of over-reliance, decreased originality or blind acceptance of interpretations produced by machines (Abebe, 2020). As a result, cautious pedagogical judgment is required when integrating AI into literature classes. AI should be used by educators and learners as a helpful intellectual tool rather than as a replacement for human creativity and thought. AI can enhance human research and increase interaction with literary works like Mary Wollstonecraft's when applied critically and responsibly. Therefore, a thoughtful and balanced application of AI can guarantee that technology progress benefits education, personal growth and society at large.

## **Conclusion**

There are new opportunities to improve the teaching and learning of difficult philosophical texts when artificial intelligence is incorporated into literature education. AI-based technologies can assist students in overcoming language obstacles, engaging with complex arguments, and developing deeper analytical abilities in the context of Mary Wollstonecraft. Students can approach Wollstonecraft's ideas in a more approachable and organized way with the help of apps like AI-assisted vocabulary support, textual analysis, summarization, writing assistance, and interactive discussion platforms. By enabling students to investigate concepts like reason, education, and equality using both conventional literary interpretation and computational analysis, these tools also promote active learning. However, the pedagogical paradigm covered in this chapter highlights that AI should serve as a helpful intellectual tool rather than taking the role of human interpretation and critical thinking. Ethical issues are still crucial, especially when it comes to concerns about reliance on technology and the maintenance of students' independence and inventiveness. When applied carefully, AI can support individual engagement with literary texts, collaborative learning, reflective inquiry, and instructor assistance. In the end, successful AI integration in literature classes can enhance instructional strategies and produce dynamic learning spaces where humanistic inquiry and technological innovation collaborate to enhance students' comprehension of Wollstonecraft's feminist philosophy and its ongoing significance in modern society.

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