

Introduction to **Between Code and Canon**

Two words have long organised the relation of the humanities to technology. Code names the procedures through which a machine turns symbols into outputs, and canon names the body of texts, practices and judgements through which a culture decides what deserves to be read, taught and preserved. For most of the twentieth century the two words led separate lives. Large language models have brought them into the same room. A system trained on the canon now produces code-shaped language, and the language it produces returns to the classroom, the seminar and the examination hall as material that must in turn be read, taught and judged. This volume takes its title from that encounter. Its thirteen chapters ask, from different disciplinary positions, what becomes of language education and of literary studies when the instruments of reading, writing and evaluation are themselves products of the texts they are asked to interpret.

The question is not new, but its conditions are. Earlier generations of computer-assisted language learning and of computational stylistics treated the machine as an instrument whose output could be checked against a stable human standard. Generative systems unsettle that arrangement in three ways. They produce rather than retrieve, so that the boundary between a corpus and its commentary becomes porous. They adapt to the learner, so that part of the pedagogical relation is delegated to a model whose decisions remain opaque. And they carry into every output the social and ideological regularities of their training data, so that the critique of representation, long practised in literary studies, becomes a precondition of responsible use in the classroom. The contributions gathered here respond to these three displacements, and it is around them that we organise our reading of the volume, although the chapters themselves are arranged alphabetically by author so that no hierarchy of approaches is imposed on the reader.

A first group of chapters examines the machine as a reader. Cristiano Bedin turns distant reading and semantic embeddings toward Calvino's *Invisible Cities* to test whether computational methods can render visible combinatorial architecture that close reading intuits but rarely maps. Alaskar Özperçin moves one level deeper into the machinery and argues that decoding strategies, the settings by which a model converts probabilities into sentences, are interpretive conditions rather than technical trivia, a claim with

consequences for any study that treats generated text as evidence. Zeyneb Dolan and Hakan Dolan ask whether literary competence can be attributed to algorithmic production at all, revisiting the death of the author in the light of systems that write without a life to confess. Burcu Ün and Gizem Arslan bring the critique of representation to bear on the same systems and show how sexist stereotypes are reproduced when characters from Italian literature are regenerated by a model, reminding us that the canon a machine has absorbed is also the patriarchy it has learned.

A second and larger group addresses the machine as a participant in teaching. Aybegüm Aksak and Selçuk Doğan design classroom activities and games in which chatbots are integrated into task-based language teaching. Tuncer Can and İrfan Şimşek describe the passage from tools that answer to systems that act, and propose design principles for agentic artificial intelligence in language education. Ayşegül İşlekeller Bozca examines how artificial intelligence can serve gifted learners whose needs are routinely overlooked by uniform instruction. Doğa Selin Geçer and Yusuf Topaloğlu weigh the pedagogical potential and the limitations of machine-generated spoken content. Şule Çınar Yağcı proposes a six-stage framework for the reception of literary texts in French as a foreign language when that reception is mediated by generative tools, and Zeynep Büyüksaraç compares traditional and ChatGPT-assisted writing among learners of French. Gökhan Dinar and Ali Tilbe argue that adaptive systems deliver their most dependable gains in the rule-governed dimensions of language, while the interpretive, intercultural and ethical dimensions continue to require a mediating teacher, a position they hold to be pedagogical rather than nostalgic. Drawing on emerging AI literacy frameworks, professional guidelines, and empirical research, Nazlı Ceren Cirit-İşıklıgil proposes five discipline-specific interconnected principles—linguistic fairness, learner data protection, developmental authorship, process-visible assessment, and reflective agency—to help teacher educators equip pre-service and in-service language teachers for ethical and responsible Gen-AI use.

A third group situates these practices within the institutions that regulate them. Rabia Damla Karaçeper, Gülay Kıray and Tuncer Can trace the reconstruction of second language assessment by automated scoring, from writing to speaking, and identify the risks that travel with speed and consistency. Alkın Karakurumer offers a legal analysis of artificial intelligence

in Türkiye, examining risk, liability and the regulatory approach of the recent bill, and thereby gives the pedagogical and literary discussions a normative horizon that they too often lack.

Read together, the chapters converge on a position that we would summarise as follows. Neither enthusiasm nor refusal is an adequate response to generative systems in language and literature. What is required is a literacy that is at once technical, critical and pedagogical. It is technical because decoding parameters, training data and adaptive algorithms shape what a model can say. It is critical because the outputs inherit the inequalities of the archives they compress. It is pedagogical because the value of any tool is decided in the situated encounter between a learner, a text and a teacher who mediates between them. The volume does not claim to settle the questions it raises. It claims, more modestly, to have posed them from within the disciplines that will have to live with the answers.

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