A Review Approach In Teaching Poetry To EFL Students : Adapting Generative Artificial Intelligence

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A Review Approach In Teaching Poetry To EFL Students : Adapting Generative Artificial Intelligence

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Abstract

Poetry is a dependable and successful teaching tool for the English language. It provides an incredible opportunity to practice speaking, writing, listening, and reading. Like other literary genres, poetry is meant to be admired and enjoyed. Developing this sense of appreciation and satisfaction in students who are not engaged in poetry is a challenging undertaking for any instructor. Poetry, as well as literature in general, was long removed from language education curricula because it was not useful for learning a foreign language in everyday life. Thankfully, there has been a resurgence of interest in the use of literature in language classrooms during the last few decades. Teaching by generative artificial intelligence is a method that helps teachers in the teaching process. Many people agree that generative artificial intelligence (AI) is one of the most significant technologies of the future, and it has caused a paradigm change in scientific study. There have been several studies about the use of generative AI. This paper focused on the challenges in teaching poetry and the approach of teaching poetry to EFL students by using generative AI

Keywords: poetryteaching ,approachchallenges generative artificial intelligence

INTRODUCTION

Poetry offers numerous excellent and distinct definitions. According to the English Dictionary, poetry is an artistic genre in which words and expressions take pride of place and work together in a striking, energetic, and original way to communicate emotions and ideas. Poetry is a type of writing that utilizes rhythm to provide a profound understanding of the poets' emotions and those of other civilizations ((Farrah & AL-Bakri, 2022). Poetry acts as a literary text that presents experiences, thoughts, and feelings. Poetry can be written as a Reflective essay, journaling, freewriting, and other activities are examples of expressive pedagogy. These strategies are typically applied in the composition of large-scale articles. Put differently, the pedagogy is merely one stage towards achieving the ultimate outcome(Iida, 2008).

Since a long time ago, poetry has fit into the curriculum because it may be taught as a component of language, reading, and writing and because poetry can be easily included in a variety of themes to encourage curiosity and original thought. In traditional methods, teaching poetry may have several challenges, which can vary depending on factors such as the age and background of students, the cultural context, and the specific aims of the educational curriculum. Poetry has been taught in many non-native nations. Unfortunately, the old methods have dominated poetry instruction. Instructors give lectures about topics that will help students get ready for specific exams, but they don't encourage students to express their own opinions to peers and lecturers (Gonçalo Oliveira et al., 2019). Students must be silent and listen to the lecturer's instructions without any encouragement to try writing the poem. This may lead to less acknowledgment of students to read or even write the poem. On the other side, we know that there are so many benefits to teaching poetry. For example, it gives readers a new perspective on language use by transcending the functions and conventions of grammar and syntax, encouraging students to speak up, and making students familiar with figures of speech(Vk & Savaedi, 2014).

Teaching poetry has several challenges, according to Joseph Syed & Meftah Ali Wahas, 2020), The challenges in using poetry to teach English students can be viewed from three aspects: (i) students' low proficiency; (ii) teachers using traditional teaching methods; and (iii) the selection of poetry texts. The students experience a more complex language which includes literary theories and many cultures as a result of the materials' greater differences. Students may become confused by this abrupt change, which could make it difficult for them to comprehend

statements that use figurative language, intricate grammar, or complicated sentence structures—all of which are common in poetry. The second aspect is the teaching method. Many teachers offer a ready-made explanation for the poem and sometimes, refuse to accept the learners' differing viewpoints. Using traditional methods of teaching may thus result in a passive response from the students. The third aspect is the selection of poetry text, which should consider several aspects, such as (i) the appropriateness to the age, maturity level, and culture of the audience, (ii) ensuring that the selected poems are accessible and understandable for the students and (iii) balancing the classic and contemporary poem. The new approach should be designed to offer students ample opportunity to react to the poems based on their own experiences, emotions and ideas (Khatib, 2011).

Coming up with ideas for a poem is not an easy task. Students frequently struggle to come up with ideas for their writing, which makes it take them longer to complete the teacher-assigned poem. Finding the right word or terms to write a poem is another challenge for students, as they often feel that their vocabulary is limited. Poem writing, in particular, is thought to be the most challenging skill for students to master due to the intricate procedures that must be followed (Wahyuningsih, 2019).

In this view decades, the use of generative artificial intelligence has become more popular. The rapid advancement of artificial intelligence have spurred a broad discussion regarding the effects of these technologies on creative writing, especially in genres like poetry, fiction, and creative writing ((Hutson & Schnellmann, 2023a).

According to (Lim et al., 2023), The term "generative AI" refers to a system that can (i) produce human-like material (e.g., words, images) in response to (ii) a variety of complicated and varied prompts (e.g., languages, directions, questions) by utilizing deep learning models. AI has the unique ability to not only provide a response but also generate the content in that response, going beyond the human-like interactions in

Conversational(Lee et al., 2024) . A new kind of poetry emerges in a time marked by the digital revolution and rapid advances in artificial intelligence produced through computational sequences and algorithms ((Rahmeh, 2023). In today's globalized society, where successful interpersonal, academic, and professional interactions depend on efficient communication and intercultural understanding, language education and learning are crucial. Being able to communicate, navigate different cultural contexts, and participate in meaningful interactions are all made possible by language proficiency. Language educators have historically served as the main catalysts or facilitators for language acquisition and growth in the academic setting. Teachers teach pupils the fundamentals of language and evaluate their progress using both spoken and written components. However, the development of the internet and search engines has changed the face of language learning since they significantly lessen students' dependency on teachers and give them access to a wealth of knowledge, language resources, and platforms that are tailored to their specific needs (Law, 2024) .

The utilization of generative AI in the field of education can be categorized into three main aspects: generation, interaction, and feedback(Chen & Wu, 2024). Teaching by generative artificial intelligence has so many benefits. It can generate educational resources such as exercises, fast questions, quizzes, and more. In most of the applications, AI could help teachers in making e-books. Because of that reason, generative AI has played a role in boosting creativity and improving learner engagement. By letting them produce original material, it might inspire pupils to discover their creative side. These kinds of content can be stories, artwork, music, and more. By letting them produce original content, it might inspire kids to discover their creative side. These kinds of content can be stories, artwork, music, and more. Generative artificial intelligence offers adaptive learning and instant feedback. By the algorithm used, artificial intelligence can help in assessing students' performance and giving feedback

instantly (https://www.hurix.com/generative-ai-in-education-know-meaning-benefits-challenges/). There have been many digital writing assistants who can help the students in writing and also the instructor in teaching writing, especially in poetry writing (Roe et al., 2023). Digital writing and also text-generator makes the teaching and learning process easier. Not only that, by using a poem generator, the teacher could engage the students to think of what should be written and use as many as much vocabularies (Jenkins, 2015). Natural Language Processing has developed to enhance creative writing, such as poetry machine (Hutson & Schnellmann, 2023b). Teacher and students are helped throughout the use of generative AI in writing (Liu et al., 2024).

RESEARCH METHOD
Materials
The researcher collected some journals that are related to the teaching approach in literature, especially in teaching poetry.
Method
In the form of descriptive research, this study was led by the descriptive qualitative research design. According to Creswell (2012), one of the features of descriptive qualitative research is that it offers in-depth details on the phenomenon being studied as well as an exploration of specific issues. The research in this case collects data from journals that are relevant to the topic and then analyzes the data.

RESULT AND DISCUSSION
From the articles that the researcher had collected, it can be explained as the table below :

Table 1. Articles About Approaches in Teaching Poetry by Generative AI

No	Journal Title	Publisher	Discussion and Findings
1	Effective Teaching Of Poetry Through Blended Learning Using Multimedia Technology	Think India (Quarterly Journal)	The instructor uses animation video and then, she carries the face-to-face lecture method to explain the vocabulary, poetic devices, and values and encourage the students to follow it in their lives By using audio-visual aid that been given, both of students and teacher confirmed that the strategy captured the students' interest and aided in the learning process through visual reception. In addition, the students concurrently acquired vocabulary and poetic methods found in the poems that were part of the curriculum. Therefore, it is clear from the grades that the students received that the approach to teaching language through poetry works.

2	Digital Verses Versus Inked Poetry: Exploring Readers' Response to AI-Generated and Human-Authored Sonnets	Scholars International Journals of Linguistics and Literature	This strength indicates that respondents value the ability of AI to quickly produce poetic content, perhaps for tasks where speed or volume is a priority. The result shows that respondents appreciate the novel and unconventional methods AI employs in creating poetry.
3	Investigating students' Cognitive Process in Generative AI-assisted Digital Multimodal Composing and Traditional Writing	Computers and Education-Elsevier	Through using various kinds of generative AI, the teacher instructed the students to make text and image production. The teacher then asked the students to evaluate whether the final result was suitable to the expectation. Students had their style preferences when they evaluated AI images. In conclusion, the teacher can ask the students to find a topic about a poem and then analyze the result.
4	A Review of AI-Powered Writing Tools and Their Implications for Academic Integrity in the Language Classroom	Journal of English and Applied Linguistics	Tools such as Grammarly can help the students as a grammar-checker. feedback from the Grammarly tool can be complementary to traditional feedback from a teacher and this may allow instructors to dedicate more time to feedback on higher-order elements of writing. In conclusion, it could help the students in writing poetry.
5	Poem Generator: A comparative quantitative evaluation of a microworlds-based learning approach for teaching English	International Journal of Education and Development using Information and Communication Technology(IJEDICT),	90% learners shows a positive correlation between performance gains in computational thinking and gains in analyze poetry (poetic thinking), after treated by the help of using Poem Generator.
6	Application of Artificial Intelligence powered digital writing assistant in	Heliyon	The findings demonstrated that AI was a successful intervention for raising foreign language students'

	higher education: randomized controlled trial		academic feelings and sense of self-efficacy. Higher self-efficacy learners in English poetry writing are more likely to work harder, be more persistent, and produce better writing results.
7	Use of Web-Based Poetic Device Tools as a Learning Media for Creative Writing of English Poetry	Exposure Journal	The goal of teaching students to write poetry is to help them grows into better poets. Through poetry writing, students learn how to practice verbally expressing ideas without the need for a direct speaking partner, enabling them to communicate their viewpoints within web-based online resources. Some web-based resources that can be useincludes search engines, literary devices, translator tools, paraphrasing tools, and poem generators.
8	The Digital Laureate : Examining AI-Generated Poetry	Romanian Association of Teachers of English	By the use of Chat-GPT prompts, it proves to be a useful tool in the classroom, letting students experiment with different literary forms and styles and providing them with immediate feedback to improve their learning can perhaps enhance their ability to write poetry. As artificial intelligence (AI) develops and becomes more integrated into the literary arts, the chances and challenges for creativity will only increase. AI has the potential to alter how people engage with poetry.

Simplify, based on the approach in teaching by using generative artificial intelligence above, it can be an innovative and engaging approach. Some activities in the classroom can be concluded as explained below:

1. Analyzing Poems: Use AI tools to analyze poems for various literary devices such as rhyme, meter, imagery, and symbolism. Tools like Google's Cloud Natural Language API or IBM Watson can help identify these elements.

2. Generating Poems: Show students how various themes or styles can be expressed through poetry by experimenting with AI-powered poetry generators. Based on input prompts, programs like Poet Assistant or Botnik can produce poetry (Mamede et al., 2004).

3. Interactive Learning: Include artificial intelligence chatbots or virtual assistants that can converse with students about poetry, respond to inquiries about poetic devices, or clarify complex ideas. For this, ChatGPT or comparable models work well.

4. Feedback and Improvement: Use AI writing assessment tools to provide instant feedback on students' poetry writing. These tools can analyze grammar, style, and even poetic elements, helping students refine their work.

5. Exploring Poetic Trends: students are asked to read the poem they wrote. It is possible to read poetry both inside and outside of the classroom. Students are encouraged to communicate the content of their poems using both verbal and nonverbal language before reading the poem. They are permitted to include body language, facial expressions, and gestures in their poetry to convey meaning. Students will be asked to give other students a chance to ask questions or offer comments on the poem they have read after reading it ((Samanik, 2018).

6. AI can analyze large datasets of poems to identify trends in poetic forms, themes, or language use over time. This can provide students with insights into the evolution of poetry.

7. Creative Prompts: AI can suggest creative prompts for poetry writing based on keywords, themes, or emotions. This can stimulate students' creativity and help them explore new ideas.

8. Visualization: Use AI tools to create visual representations of poems, such as word clouds based on frequency of words, sentiment analysis graphs, or thematic maps. This visual approach can deepen students' understanding of poetic content and structure.

9. Collaborative Projects: Encourage students to collaborate with AI in creating multimedia poetry projects. They can integrate AI-generated visuals, music, or even interactive elements into their poetry presentations.

10. Ethical Considerations: Discuss the ethical implications of AI in poetry, such as authorship, creativity, and cultural biases. This helps students critically engage with AI technology and its impact on artistic expression.

11. Integration with Other Subjects: Connect poetry with other subjects like history, science, or technology by exploring AI-generated poetry on specific topics or themes related to those subjects.

By integrating AI applications thoughtfully, educators can enrich the learning experience, foster creativity, and enlarge students' appreciation and understanding of poetry. However, using generative AI need the teachers' competencies in using it. Generative AI may deviate a little bit when someone do not have good content knowledge to detect. Hence should be use with caution ((Nyaaba Akanzire et al.,2024.)

SUGGESTION AND CONCLUSION
Poetry is an effective method of instruction for improving learners' literary and language abilities. However, there are still difficulties for educators who use poetry to teach English. These challenges can be reduced by using adaptive generative artificial intelligence. The way to use it depends on the students' needs and discuss it together with the instructor. The teachers need to improve the skills of using generative AI applications and

the students will boost their motivation in learning, especially in poetry.

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