



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Abbes Laghrour University of Khenchela

Faculty of Letters and Languages

Department of English

Option: Didactics

The Role of ChatGPT on Developing Students Poem Analysis Skills

Case of Third -Year EFL Students

Dissertation Submitted to the Department of English in Fulfillment of the Requirements
for the Degree of Master in Didactics

Board of examiners

Examiner	President	Supervisor
Dr.Elbah	Dr.OueldAhmed	Dr.kacha.A

Submitted by:

Djahfa Ikhlas

Supervised by:

Dr .Asma Kacha

Academic Year: 2026

Declaration

I hereby declare that the dissertation entitled” The Role of ChatGPT on Developing Students Poem Analysis Skills” is my own original work and has not been submitted previously to any university or institution for any other degree. All sources of information used and quoted in the dissertation have been acknowledged and referenced, this work was conducted and completed at Abbas Laghrour University, Khenchela, Algeria.

Date: 04/06/2026

Dedication

I dedicate this work to my beloved parents for their endless love, support, and sacrifices. I also dedicate it to my dear sisters Ghania, Souad and to my dear brothers Khaled, lotfi, and Bilal, for their constant encouragement and for always standing by my side. I would like to dedicate this work as well to my friends for their support, motivation. Finally, I dedicate this work to everyone who believed in me and helped me, directly or indirectly to achieve this.

Acknowledgements

First of all, all thanks to Allah for giving me the health and courage to complete this work.

I would like to express my sincere thanks and deepest gratitude to my supervisor, Dr. **Asma Kacha**, for her constant guidance, patience, and invaluable advice throughout the development of this dissertation. Her expertise and encouragement were essential to the completion of this research.

My thanks also go to the members of the jury **Dr.Elbah** and **Dr.OueldAhmed**, who have accepted to read and evaluate this work. Their feedback and time are greatly appreciated

I am also grateful to all the teachers in the English department at **Abbas Laghrour University, Khenchela**, who contributed to enriching my knowledge and developing the skills that enabled me to reach this milestone.

Finally, I would like to thank all the students and teachers who took part in my test and the data collection process. Without their cooperation, this research would not have been possible.

Abstract

This study aims to examine whether ChatGPT can support students in developing their literary interpretation skills and improving the quality of their written analyses. Specifically, this research investigates the Role of ChatGPT on Developing Students Poem Analysis Skills at Abbes Laghrour University, focusing on the analysis of W. B. Yeats's poem, "The Second Coming". Utilizing a mixed-method approach including classroom tests, questionnaires, and teacher interviews the study examines how AI influences literary interpretation. Findings indicate that ChatGPT enhances students' academic clarity, structure, and understanding of historical dimensions. However, the results also warn that excessive reliance may diminish originality. Consequently, the study recommends a balanced integration of AI tools to support learning while preserving students' essential critical and analytical thinking skills

Keywords: EFL students, ChatGPT, teaching literature, poetry analysis, artificial intelligence, literary interpretation.

List of Tables

Table 1 differences in students literary analysis befor and after using chatgpt.....	27
Table 2 Students Attitudes toward Literature.....	31
Table 3 Students Preferred Literary Genres	32
Table 4 Traditional Teaching Practices in Literature Classe.....	33
Table 5 Students' Perception of the Effectiveness of Traditional Teaching Methods in Literature	34
Table 6 Distribution of Students Experiences with Traditional literature teaching Method...	35
Table 7 Students Familiarity with ChatGPT as an AI Tool	36
Table 8 Frequency of ChatGPT Use for Thematic Poetry Analysis	37
Table 9 ChatGPT Unique Insights. Personal Analysis.....	38
Table 10 ChatGPT Impact on Literary Element Understanding	39
Table 11 students perception of chatgpt impact on critical thinking.....	41

List of Figures

Figure 1 : Students' Emotional Engagement with Literature.....	31
Figure 2 Preferred Literary Genres among EFL Students.....	32
Figure 3 Common Traditional Teaching Methods in Literature Classes	33
Figure 4 Students Opinions about ChatGPT Literary Interpretations.....	34
Figure 5 students' familiarity with artificial intelligence tools	36
Figure 6 Frequency of using ChatGPT for Poem analysis	37
Figure 7 The Contribution of ChatGPT to Understanding Themes and Symbols	38
Figure 8 The Balance between Personal Interpretation and AI Support	38
Figure 9 Students Views on the Impact of ChatGPT on Literary Analysis	40
Figure 10 Students Views on the Influence of ChatGPT on Critical Thinking Skills	41

List of Abbreviations and Acronyms

AI: Artificial Intelligence

ChatGPT: Chat Generative Pre- Trained Transformer

EFL: English as a Foreign Language

W.B. Yeats: William Butler Yeats

Table of Contents

Declaration.....	I
Dedication	II
Acknowledgements.....	III
Abstract.....	IV
List of Tables	V
List of Figures.....	VI
List of Abbreviations and Acronyms.....	VII
GENERAL INTRODUCTION	1
 Chapter I: Theoretical Framework: Integrating AI in Teaching Literature	
Introduction	7
Section One: Teaching Literature in EFL Contexts	7
I.1 Defining Literature:.....	7
I.2 Teaching Literature in Foreign Language Classrooms	8
I.3 Objectives of teaching literature in EFL classrooms	8
I.4 Benefits of literature in language learning	9
I.5 How Teaching Poems is Beneficial for EFL Students.....	10
I.6 Challenges Faced by EFL Students in Using Literature	10
I.7 Literary Elements in Poems:	11
I.7.1 Theme	11
I.7.2 Imagery	11
I.7.3 Symbolism	12
I.7.4 Tone	12
I.7.5 Metaphor	12
I.7.6 Structure	13
I.8 Traditional Approaches to Teaching Poetry.....	13
I.8.1 New Criticism	13

I.8.2	Structuralism	14
I.8.3	Reader-response Theory	14
I.8.4	Lecture	14
I.8.5	Group Discussion.....	15
I.8.6	Close Reading	15
I.9	Limitations of Traditional Methods:	15
I.9.1	Passive Learning	15
I.9.2	Lack of Student-centered Approaches	16
I.9.3	Limited Focus on Critical Thinking.....	16
I.9.4	Cultural and Contextual Gaps	16
I.9.5	Limited Use of Technology	16
I.9.6	Overemphasis on Authorial Intent	16
I.9.7	Limited Interaction.....	17
Conclusion.....		17
Section Two: The Integration of ChatGPT in Teaching Literature.....		18
I.2.1	Defining Artificial Intelligence	18
I.2.2	Artificial Intelligence in Education	19
I.2.3	Introduction to ChatGPT	19
I.2.4	ChatGPT and the Teaching of Literature	20
Conclusion.....		20
Chapter II : Field Work		
Introduction		22
II.1	Research Methodology	22
II.1.1	Research Method	22
II.1.2	Population and Sample	22
II.1.3	Data Collection Tools	22
II.1.4	Data Analysis Procedures	23

II.2	Analyzing the Test.....	23
II.2.1	Analysis of the Pre -Test: Human-Centered Interpretation	24
II.2.2	Analysis of the Post- Test: AI Assisted Interpretation.....	26
□	Comparative Analysis of Both Stages.....	27
II.2.3	Discussion of The Findings	27
II.3	Analysis of the Teachers' Interview	28
II.4	Questionnaire Results and Analysis	31
GENERAL CONCLUSION.....		45
List of references:		47
Appendices		50
الملخص.....		59
Résumé		59

GENERAL INTRODUCTION

1. Background of the study

The field of education is changing rapidly due to the development of artificial intelligence (AI). In higher education, AI powered tools such as ChatGPT are gradually being used in language learning environments to help students with tasks like writing, comprehension, and text analysis. According to Zawacki-Richter et al. (2019), explain that AI technologies support learners through personalized guidance and quick feedback, however, excessive dependence on AI tools may reduce students independent analytical practices in literature classrooms, which may encourage learner autonomy and improve the learning experience. Similarly, Holmes et al. (2022) suggest that AI tools can make classrooms more interactive and learner-centered.

Although AI tools offer several educational advantages, their integration into literature classrooms remains a subject of debate, particularly in EFL contexts where literary interpretation requires personal reflection and critical engagement. Literature analysis, particularly poetry, is often challenging for students because poems usually contain symbolic language, ambiguity, and multiple layers of meaning. Carter and Long (1991) emphasize that literature teaching develops both comprehension and interpretative thinking is not only to help students understand the text, but also to develop their critical thinking and interpretative abilities. One example of this challenge is "The Second Coming" by W. B. Yeats, which is widely studied in literature classes. The poem is known for its complex imagery, symbolic language, and philosophical ideas about history and society. Because of these characteristics, many students find it difficult to fully understand its deeper meanings and themes without guidance.

Recently, generative AI tools have started to play an important role in helping students analyze literary texts. These tools can provide instant explanations, summarize difficult ideas, and identify literary devices, which may make poetry analysis easier and more accessible. However, the growing dependence on AI also raises concerns. Neil Selwyn (2019) warns that relying too heavily on digital technologies may reduce students' ability to think independently and develop their own interpretations if these tools are not used carefully.

For this reason, the present study aims to investigate the role of AI, particularly ChatGPT, in teaching literature to EFL students. It seeks to examine whether AI can support students' understanding and analysis of poetry while still encouraging independent critical thinking and personal interpretation.

2. Statement of the Problem

Teaching poetry in EFL classrooms often presents significant challenges, especially when students are required to analyze modernist texts characterized by complex symbolism, abstract imagery, and historical references. At the Department of English at Abbas Laghrour University in Khenchela, third-year EFL students frequently experience difficulties when interpreting "The Second Coming" by W. B. Yeats. These difficulties are not limited to language comprehension but to include critical thinking, interpretative depth, and the ability to produce original literary analyses.

In many cases, instructors face obstacles due to limited classroom time and large class sizes, which reduce opportunities for individualized guidance. Consequently, students may rely on simplified explanations or general interpretations rather than developing their own analytical perspectives.

With the increasing availability of AI tools such as ChatGPT, students have started using AI generated interpretations to support their literary analyses. While these tools may improve the linguistic quality and structural organization of students' writing, preliminary observations revealed a noticeable gap between the AI assisted analyses and students' authentic academic voice. In several cases, students' analyses appeared more academically structured after using AI, sometimes they lacked personal interpretation, and independent critical reflection.

Despite the growing integration of AI into education, limited research has examined its impact on poetry teaching in Algerian EFL context. Therefore, this study investigates how the use of ChatGPT influences third-year EFL students' analysis of "The Second Coming" and explores teachers' perceptions regarding the integration of AI into literature instruction. This research aims to identify both the pedagogical benefits and potential limitations of using AI in literary analysis, to support literary analysis, including its effect on students' independent thinking and authentic interpretation.

3. Research Questions

1. To what extent do teachers at the department of English, Abbas Laghrour University encourage student's use of ChatGPT to develop poem analysis skills?
2. To what extent does using ChatGPT affect the linguistic quality, structural organization, and overall academic style of third-year EFL students' analyses of "**The Second Coming**"?

3. How does ChatGPT influence students' depth of interpretation (understanding of symbolism, and originality of personal analysis)?

4. Research Hypotheses

In light of the research problem, the following hypotheses are formulated to examine the impact of ChatGPT on the literary analysis process:"

H1: Teachers at the Department of English Abbas Laghrour University encourage the pedagogical use of ChatGPT to support students' poem analysis skills.

H2: The use of ChatGPT might influence students' literary interpretation skills.

H3: ChatGPT may improve students' interpretative depth while potentially affecting originality and independent thinking.

5. Aims of the Study

This study aims to find out how using ChatGPT affects students' ability to analyze and understand poetry. The study will also look at how teachers' attitudes about using AI in literature classes and whether it can help improve the way poetry is taught.

6. Significance of the Study

This study is significant because it provides practical insights into the integration of AI in third-year EFL literature classrooms, at the University of Abbas Laghrour, it highlights how ChatGPT can support students in improving the linguistic quality, organization, and depth of their literary analyses. While also drawing attention to potential challenges related to originality and independent thinking. It contributes pedagogically by informing instructors on balancing AI support with students' authentic academic voice. The research fills a gap in the Algerian EFL context regarding AI in literature teaching and provides theoretical value by examining the interaction between technology and students' personal analytical development.

7. Research Method

This study adopts a convergent mixed-methods research design combining both qualitative and quantitative approaches in order to provide a comprehensive investigation of the impact of ChatGPT on poetry analysis among third-year EFL students. To achieve the objectives of the study, a classroom-based test was conducted in two stages. In the first stage, students analyzed *The Second Coming* independently without technological assistance. In the second stage, students were allowed to use ChatGPT as a supportive analytical tool. The two analyses were later compared according to several criteria, including linguistic quality,

structural organization, and interpretation of symbolism, originality, and depth of analysis. In addition, a structured questionnaire was administered to students in order to examine their attitudes toward AI assisted literary analysis and their perceptions of ChatGPT usefulness in poetry interpretation. Semi-structured interviews were also conducted with literature teachers to explore their perspectives regarding the integration of Artificial Intelligence into literature instruction. The collected data were analyzed quantitatively through descriptive statistics and qualitatively through thematic analysis in order to identify patterns, similarities, and differences in students' analytical performance before and after using ChatGPT.

Chapter I

Theoretical Framework:

Integrating AI in Teaching Literature

Introduction

Teaching literature in EFL classrooms extends beyond the simple act of reading literary texts. It is a pedagogical process that aims to develop students' linguistic competence, cultural awareness, interpretative abilities, and critical thinking skills. Through the study of poetry, novels, and drama, learners are exposed to authentic language use as well as diverse perspectives, values, and human experiences.

Literature occupies an important place in foreign language education because it encourages students to engage with language in meaningful and intellectually stimulating ways. According to Ronald Carter and Michael Long (1991), literary texts help learners develop analytical abilities while simultaneously improving their language proficiency. In addition, literature provides opportunities for students to interpret ideas, explore emotions, and construct personal responses to texts.

Among the different literary genres, poetry is often considered one of the most challenging forms for EFL learners due to its condensed language, symbolism, figurative expressions, and multiple layers of meaning. As a result, students may experience difficulties in understanding poetic themes and producing well-structured literary interpretations. Consequently, effective teaching approaches and appropriate pedagogical support become essential in helping learners engage more deeply with poetic texts.

This chapter examines the teaching of literature in EFL contexts, with a particular focus on poetry instruction. It discusses the objectives and benefits of teaching literature, the challenges faced by EFL learners, and the main literary elements involved in poetry analysis. The chapter also explores traditional approaches to teaching poetry before introducing the integration of Artificial Intelligence, particularly ChatGPT, in literature education.

Section One: Teaching Literature in EFL Contexts**I.1 Defining Literature:**

Defining literature has always been a challenging and widely debated topic among scholars. Terry Eagleton (1983) argues that literature is not simply imaginative writing; instead, it is strongly influenced by social and cultural contexts. In other words, what a society considers "literature" often depends on the value it gives to language and written expression. In a similar way, Arnold (1880) views literature as a reflection of human life and moral experience. Although their perspectives are different, both scholars agree that literature goes

beyond entertainment and contributes to shaping people's understanding of life and society. From a linguistic point of view, Jakobson (1960) focuses on the aesthetic and structural use of language in literary texts, explaining that literature pays special attention to the form, sound, and structure of words. Unlike Arnold's moral perspective or Eagleton's cultural approach, Jakobson focuses mainly on language itself. Furthermore, Raymond Williams (1977) sees literature as a cultural product that reflects social values, ideologies, and historical realities. From his Marxist perspective, literary works are closely connected to the social and economic conditions in which they are produced. Overall, these different definitions show that literature is not only artistic but also cultural, moral, social, and deeply connected to human life.

These various viewpoints show that literature is too rich to be captured by a single definition; it is a living blend of language, culture, and the human experience."

I.2 Teaching Literature in Foreign Language Classrooms

Teaching literature in EFL classrooms has many benefits, but also some challenges. Literature provides a rich context for language learning, helping students to acquire vocabulary, understand sentence structures, and improve reading comprehension (H. Douglas Brown, 2001). According to Gillian Lazar (1993), literature can engage students emotionally and intellectually, motivating them to continue learning. It also offers opportunities to explore cultural differences and build intercultural awareness, which is especially important in EFL contexts (Collie & Slater, 1987). However, some challenges can arise. Also they mention that literary texts may contain complex language structures that can be difficult for lower level learners to understand. Stephen Krashen (1982) argues that while literature provides valuable "comprehensible input," students need enough language proficiency to fully engage with these texts. Overall, the successful integration of literature into EFL teaching depends largely on the careful selection of texts and the use of appropriate pedagogical strategies that correspond to students' linguistic levels and academic needs.

I.3 Objectives of teaching literature in EFL classrooms

Integrating literature into EFL classrooms is not just about reading stories; it is a purposeful pedagogical approach. By using authentic literary texts, teachers can achieve several key educational goals that go beyond basic grammar. The following points outline the primary objectives of teaching literature in this context:

- a. Enhance language skills: literature helps students improve their reading, writing, speaking, and listening skills by exposing them to authentic language use.
- b. Cultural awareness: students learn about different cultures, historical contexts, and social norms through literature. This broadens their worldview and helps them understand the language in various cultural contexts.
- c. Critical thinking: reading literature encourages students to analyze and interpret texts critically. It helps develop skills like inference, comparison, and evaluation.
- d. Vocabulary expansion: literature often introduces students to a broader range of vocabulary and grammatical structures. This includes idiomatic expressions, colloquial speech, and complex sentence structures (Richards & Schmidt, 2010).
- e. Engagement with language: literature can engage students emotionally and intellectually, creating deeper connections with the language.

I.4 Benefits of literature in language learning

Beyond its aesthetic value, literature serves as a powerful catalyst for comprehensive language development. It offers EFL learners a unique opportunity to interact with language in its most natural and sophisticated form, bridging the gap between classroom theory and real world application. The following points highlight the primary benefits of incorporating literature into the language learning process:

- a. Authenticity of language: (Duff & Maley, 2007) explain that literature exposes learners to authentic language in meaningful contexts.
- b. Motivation and enjoyment: literature, especially when students find it relevant or enjoyable, can make the learning process more engaging. Stories or poems that resonate with students can inspire their interest in the language.
- c. Improved language proficiency: according to Cunningsworth (1995), exposure to literary texts improves all language skills, including comprehension, writing fluency, and oral proficiency. The depth of language used in literature often challenges students, helping them progress.
- d. Contextual learning: students learn language in context, which enhances retention. Understanding the context in which words, phrases, and structures are used helps deepen their grasp of the language.
- e. Creativity and imagination: literature sparks creativity by exposing students to diverse themes, narrative styles, and character development. This also encourages them to use their imagination, which aids in language production (Carter & McRae, 1996).

I.5 How Teaching Poems is Beneficial for EFL Students

Using poetry in the classroom is a great way to help students learn English because it is short but carries a lot of meaning. Instead of reading a long book, students can focus on a few lines to understand new words and big ideas. Because poets choose their words so carefully, it helps students learn and remember new vocabulary much better (Carter, 1997). Reading poems also helps students become better thinkers; they have to look past the simple meaning of the words to find the feelings underneath (Liu, 2015). Poetry is also excellent for practicing how to speak. The natural beat and rhymes help students improve their rhythm, stress, and how they sound when they talk (Maley & Duff, 2005). Additionally, poems show how people from different cultures express their feelings, which helps students connect the language to real life experiences (Collie & Slater, 1987). Finally, because poetry is creative, it makes the lessons more fun and keeps students interested in learning (Shapiro, 2010). In short, poetry is a useful tool that helps students improve their speaking, thinking, and interest in English all at the same time.

I.6 Challenges Faced by EFL Students in Using Literature

While using literature in the classroom helps students develop their imagination and language skills, it also presents several obstacles. Many EFL learners find it difficult to transition from everyday English to the complex style of literary texts. These difficulties can often limit their understanding and affect their motivation. The following points highlight the most common challenges students face when working with literature:

- a. Difficulty with complex vocabulary: many literary texts use advanced vocabulary and idiomatic expressions, which can be difficult for EFL students to understand. This might result in frustration and demotivation (Brumfit, 1985).
- b. Cultural barriers: some literature may reference cultural norms or historical contexts that students from different backgrounds might not understand. This can create confusion and limit full comprehension.
- c. Abstract language and figurative speech: literature often includes metaphors, symbolism, and other figurative language, which can be difficult for students who are not yet familiar with such expressions in the foreign language (Widdowson, 1994).
- d. Time constraints: literary texts can be long and complex, requiring considerable time for analysis and discussion. This may be difficult to manage in a typical EFL classroom with limited time.

- e. Literary criticism: some students might find literary analysis challenging, particularly when they have to interpret themes, symbolism, or character motivations. This can be difficult to manage if students don't have a strong foundation in literary analysis techniques (Duff & Maley, 2007)

While literature presents a powerful tool for enhancing language skills, fostering cultural understanding, and promoting critical thinking, it also introduces certain challenges. These can be overcome with carefully selected texts, scaffolded learning, and proper support. For EFL students, the balance between these benefits and challenges is crucial for effective language learning. Therefore, by integrating literature effectively into EFL classrooms, teachers can provide students with meaningful and enriching learning experiences.

I.7 Literary Elements in Poems:

A poem is a literary work that expresses ideas, emotions, or tells a story through rhythmic and often condensed language. It typically uses elements like meter, rhyme, and figurative language to create a deeper emotional or intellectual impact. Poems can vary in structure and style, ranging from structured forms like sonnets to free verse, which has no set pattern.

I.7.1 Theme

The theme of a poem is its main message or central idea. It shows what the poet wants to tell the reader about life, such as love, death, or nature. For example, in W. B. Yeats's "The Second Coming," the theme focuses on chaos and the loss of order in the modern world. The poet shows a feeling of fear about what is coming next, suggesting that a scary new time is starting. He uses the famous lines, "Things fall apart; the Centre cannot hold; Mere anarchy is loosed upon the world," to prove how things are breaking down and becoming disorganized.

I.7.2 Imagery

Imagery is all about using descriptive language that paints a picture in the reader's mind, helping them feel a deeper emotional connection to the poem. A perfect example is John Keats's "To Autumn," where he uses rich details to capture the peaceful beauty of the harvest season. When he describes it as the "season of mists and mellow fruitfulness," he makes it easy for us to visualize the warmth and abundance of nature. In a much darker way, W.B. Yeats uses imagery in "The Second Coming" to show a world falling apart. He gives us the haunting image of a falcon flying too far away to hear its handler: "turning and turning in

the widening gyre / the falcon cannot hear the falconer." This picture of a bird spiraling out of control is a powerful way to show how modern civilization is losing its grip on order, making the reader feel the actual panic and uncertainty of a world where "the Centre cannot hold."

I.7.3 Symbolism

Symbolism is a powerful tool where poets use objects, characters, or events to represent larger, abstract concepts. It allows poets to convey deeper meanings without directly stating them. To illustrate the concept of symbolism, a great example is the short poem "**Nothing Gold Can Stay**" by Robert Frost. In this poem, frost uses the color "gold" not just to describe nature, but as a symbol for precious, fleeting moments and innocence. He writes, "Then leaf subsides to leaf. / So Eden sank to grief, / so dawn goes down to day. / Nothing gold can stay" (frost, 1923). By using the symbol of "gold" to represent the first green leaves of spring, frost conveys the deeper idea that beautiful things in life are often temporary. This allows the reader to reflect on the nature of change and time without the poet having to explain it in a literal way.

I.7.4 Tone

Tone refers to the poet's attitude toward the subject matter or the audience. It can be serious, joyful, reflective, sorrowful, or any other emotion the poet wants to express. In "The Second Coming," w.b. Yeats uses a dark and ominous tone to describe a world that is falling into chaos. He creates a feeling of fear and mystery about the future by writing: "And what rough beast, its hour come round at last, / slouches towards Bethlehem to be born?" (Yeats, 1919). By using the words "rough beast" and "slouches," the poet establishes a tone of fear. Instead of a peaceful "second coming," he suggests that something scary and unknown is approaching. This specific attitude helps the reader feel the anxiety and confusion of a time when the old world is ending and a strange new one is beginning.

I.7.5 Metaphor

A metaphor is a figure of speech where one thing is directly compared to another to highlight similarities, without using "like" or "as" (which would be a simile). Example: In "the road not taken" by Robert Frost, the road symbolizes life's choices. The speaker reflects on how one decision, seemingly simple, shapes the course of his life: "Two roads diverged in a yellow wood, / and sorry I could not travel both..." (Frost, 1916). The roads in the poem act as a metaphor for the decisions we make in life, emphasizing the irreversible nature of choices.

I.7.6 Structure

The structure of a poem refers to how it is organized, including the rhyme scheme, stanza form, and line length. Structure helps set the rhythm, enhance the theme, and create a certain flow within the poem. For example, in the poem "the road not taken," Robert Frost uses a very organized and balanced structure to reflect the careful process of making a choice. The poem is made up of four stanzas with five lines each, and it follows a steady rhyme scheme. He writes: "Two roads diverged in a yellow wood, / and sorry I could not travel both / and be one traveler, long I stood / and looked down one as far as I could / to where it bent in the undergrowth" (frost, 1916). By using this predictable and rhythmic structure, the poet helps the reader feel the slow and steady pace of a person standing in the woods and thinking deeply. The balanced way the lines are put together mirrors the balanced way the speaker is weighing their options. This organized form makes the final message about life's decisions feel more solid and meaningful to the reader.

By understanding the literary elements theme, imagery, symbolism, tone, metaphor, and structure we can gain a deeper appreciation of poetry. These elements combine to create a rich, emotional, and intellectual experience for the reader, allowing us to explore the complexities of human experience and the world around us. By analyzing these elements, we uncover the meanings that lie beneath the surface, revealing the full depth of a poem's message.

I.8 Traditional Approaches to Teaching Poetry

Traditional approaches in teaching poetry refer to methods that emphasize the study of poetry through structured frameworks, focusing on the poem itself rather than external factors like historical context or the reader's personal experience. These approaches prioritize analyzing the formal elements of the text, such as language, form, structure, and meaning. Below are some of the traditional approaches:

I.8.1 New Criticism

New Criticism views a poem as a complete and independent work that should be understood on its own. Instead of focusing on the poet's life or the historical background, this approach concentrates entirely on the text itself. It avoids considering the author's intentions or the reader's personal feelings, treating the poem as a self-sufficient piece of art. Do this, critic's use what is known as close reading, which involves carefully analyzing the poem line by line. This detailed examination looks at how different elements such as imagery, symbolism, rhyme, and meter work together. The aim is to understand how these features

combine to create meaning and to reveal the poem's overall unity. In other words, every part of the poem contributes to a single, coherent whole.

I.8.2 Structuralism

Structuralism is an approach that focuses on how meaning is created through the structure of language within a text. Instead of looking at the author's intentions or individual expressions, it sees language as a system of signs, where meaning comes from the relationships between words and symbols. One important aspect of this approach is the study of binary oppositions, such as light versus dark or life versus death. These oppositions help reveal the deeper patterns that shape a text. To analyze a work, structuralism breaks it down into smaller elements like sounds, words, and phrases and examines how they are connected. Through this process, it aims to show how these parts work together to form a broader and often universal structure of meaning.

I.8.3 Reader-response Theory

Reader response theory highlights the central role of the reader in shaping the meaning of a poem, viewing meaning not as something fixed within the text but as something that develops through the interaction between the reader and the poem itself. In this approach, a reader's personal experiences, emotions, and cultural background play an important role in interpretation, which explains why different readers may understand the same poem in different ways. As a result, personal response becomes essential to understanding the text. In the classroom, this theory can be applied by encouraging students to reflect on their own emotional and intellectual reactions to a poem and to share their interpretations with others, allowing them to recognize how diverse perspectives can deepen and enrich the overall understanding of the text.

I.8.4 Lecture

A lecture is a traditional, teacher centered teaching method in which the instructor presents information about a poem in a clear and organized way while students listen and take notes. This approach mainly focuses on explaining the poem, including its themes, literary techniques, and sometimes its historical context. Methodologically, it relies on the teacher delivering a structured and detailed explanation of the text, guiding students step by step through its key ideas and features. This may include providing background information, analyzing important themes, and highlighting literary devices, all with the aim of helping students develop a clear and accurate understanding of the poem.

I.8.5 Group Discussion

In a group discussion, students work together to share their interpretations of a poem and explore its meaning through a student-centered approach. This method encourages participation, allowing learners to express their ideas while listening to different viewpoints. It focuses on collaboration, where understanding is built through interaction and shared perspectives. In practice, students are divided into small groups and asked to discuss specific aspects of the poem. They exchange ideas, compare interpretations, and sometimes debate their opinions, which helps them develop a deeper and more comprehensive understanding of the text.

I.8.6 Close Reading

Close reading is a careful and detailed way of analyzing a text, where attention is given to every word, phrase, and line in order to uncover deeper meaning. This approach focuses on the technical aspects of the poem, such as language, structure, and syntax, based on the idea that meaning lies in these small but important details. It encourages students to engage deeply with the text and to think critically about how language creates meaning. In practice, the method involves reading the poem slowly and more than once, while paying close attention to word choice, sentence patterns, imagery, and symbols to build a clear and thoughtful interpretation.

I.9 Limitations of Traditional Methods:

While traditional teaching methods have been used for a long time in literature classrooms, they often face many challenges in meeting the needs of modern students. These conventional approaches usually focus more on the teacher as the only source of knowledge, which can limit the students' engagement and their ability to think critically about the text. By relying on old strategies, many EFL learners find it difficult to connect with complex poems or develop their own personal interpretations

I.9.1 Passive Learning

Traditional methods often involve lectures where the teacher delivers information, and students are expected to listen and take notes. This approach can make students passive recipients of information rather than active participants in learning. According to Hilda Taba an education theorist, passive learning limits students' ability to engage deeply with the material, stifling critical thinking and creativity (Taba, h. (1962). Curriculum development: theory and practice).

I.9.2 Lack of Student-centered Approaches

Traditional methods tend to be teacher-centered, where the teacher is the primary source of knowledge, and students are expected to absorb the information. This can leave little room for student choice or personalized learning, which is essential for deeper understanding. As John Dewey argued, education should be more interactive, focusing on students' interests and experiences to make learning more meaningful (Dewey, J. (1938). *Experience and education*).

I.9.3 Limited Focus on Critical Thinking

In traditional teaching, students often focus on memorizing key themes, characters, and plot points. This limits their ability to engage critically with the text and analyze it from different perspectives. Bloom's taxonomy emphasizes that education should encourage higher-order thinking, like analysis and evaluation, but traditional methods sometimes neglect these higher levels (Bloom, B. S. (1956). *Taxonomy of educational objectives*).

I.9.4 Cultural and Contextual Gaps

Traditional methods often use classic literature texts that may not resonate with modern students' experiences or cultural backgrounds. Students may struggle to relate to these works, which can make them disengaged. The approach of using predominantly western canonical texts can also marginalize non-western voices. As Paulo Freire points out in his work, education should empower students and be culturally relevant to their lives (Freire, P. (1970). *Pedagogy of the oppressed*).

I.9.5 Limited Use of Technology

Many traditional literature classrooms do not fully incorporate technology, which can enhance learning through multimedia resources, online discussions, and interactive activities. Technology can make literature more engaging and accessible. However, traditional methods tend to avoid these tools, which can leave students disconnected from the broader digital learning landscape. Richard E. Mayer's research on multimedia learning shows that combining words and images can enhance students' understanding of complex texts (Mayer, R. E. (2005). *The Cambridge handbook of multimedia learning*).

I.9.6 Overemphasis on Authorial Intent

Traditional methods sometimes prioritize authorial intent as the "correct" interpretation of a text, which can limit students' ability to explore multiple interpretations and perspectives. In contrast, more modern approaches encourage students to engage with texts in ways that allow for personal interpretations and connections.

I.9.7 Limited Interaction

In many traditional classrooms, interaction is often limited, as there is little opportunity for collaborative work or meaningful discussion that can deepen students' understanding. Students tend to read and analyze texts on their own, which means they may miss the valuable insights that come from sharing ideas and receiving feedback from others. Although traditional methods still play an important role in teaching literature, they can sometimes reduce student engagement and limit the development of critical thinking.

Conclusion

Chapter one explored the teaching of literature in the EFL classroom, with a particular focus on how poetry is taught to third-year students. The chapter showed that literature is not only about reading poems and understanding their meanings, but also about helping students improve their language skills, develop cultural awareness, and strengthen their critical thinking abilities. At the same time, it highlighted some of the difficulties EFL learners often face, such as understanding complex poetic meanings and expressing their interpretations in a clear academic way. In addition, the chapter examined the main elements of poetic analysis, including theme, imagery, symbolism, and persona. These literary elements play an important role in helping students build deeper interpretations and become more confident readers of poetry. The discussion also presented different literary approaches, such as New Criticism, Structuralism, and Reader- Response Theory, while showing that traditional methods alone may not fully respond to the needs of modern EFL learners. Overall, the chapter emphasized that effective literature teaching goes beyond simply explaining the text. It requires guidance, support, and appropriate teaching strategies that encourage students to think critically and engage more deeply with poetry. Through this combination of close reading and pedagogical support, students can move from basic understanding to more thoughtful and meaningful literary analysis.

Section Two: The Integration of ChatGPT in Teaching Literature

Artificial Intelligence (AI) refers to the ability of computer systems to perform tasks that normally require human thinking, such as learning, reasoning, problem solving, and decision making (Russell & Norvig, 2021). In recent years, AI has developed rapidly and has become increasingly present in many areas of society, especially in education. Researchers suggest that AI can improve the learning experience by providing immediate feedback, adapting materials to learners' needs, and supporting a more personalized approach to teaching and learning (Luckin et al., 2016).

In educational settings, AI has been found to increase student engagement, encourage critical thinking, and help teachers manage instructional tasks more efficiently (Holmes et al., 2019). In the fields of language and literature studies, AI based tools can support students in understanding difficult texts, developing interpretations, and improving their academic writing. At the same time, these technologies can assist teachers by offering useful insights into students' progress and performance (Zawacki-Richter et al., 2019).

However, despite these benefits, several scholars have expressed concerns about the growing use of AI in education. Some of the main issues include students becoming overly dependent on AI tools, the possibility of biased or inaccurate generated content, and the risk of weakening students' independent thinking and analytical abilities (Selwyn, 2019). For this reason, it is important to approach AI integration carefully and maintain a balance between its advantages and limitations.

This chapter therefore explores AI as a contemporary educational tool by examining its general role in education and its specific contribution to teaching literature. It also highlights the opportunities and challenges that AI presents for EFL learners in literary studies.

I.2.1 Defining Artificial Intelligence

Artificial Intelligence (AI) refers to computer systems designed to carry out tasks that are usually linked to human intelligence, such as learning, reasoning, problem solving, and understanding language. Russell and Norvig (2021) describe AI as systems designed to process information and respond intelligently to different situations. In other words, AI operates through advanced algorithms and data processing rather than through real human awareness or understanding. Over time, AI has developed from simple rule based programs into more sophisticated systems supported by machine learning and deep learning technologies. These modern tools can process large amounts of information to generate

responses, recognize patterns, and produce human like text. However, AI does not truly understand language or interpret literature as humans do; instead, it relies on patterns and information drawn from existing data. Recognizing this difference is important when exploring the use of AI in educational settings, especially in the teaching and analysis of literature.

I.2.2 Artificial Intelligence in Education

The integration of artificial intelligence into education has created new opportunities for improving both teaching and learning. Recent studies in higher education suggest that AI can support students through personalized learning experiences, automated feedback, and detailed performance analysis (Zawacki-Richter et al., 2019). Instead of replacing teachers, AI is increasingly viewed as a supportive educational tool that helps educators organize materials and monitor students' progress more effectively. Holmes, Bialik, and Fadel (2019) emphasize that the real value of AI lies in enhancing the teaching process rather than taking over it. This impact is particularly visible in language learning, where AI powered tools have contributed to improving students' vocabulary, writing skills, and overall engagement with learning tasks. Adaptive digital platforms often encourage greater participation and better retention of knowledge. However, despite these benefits, the growing use of AI in education has also raised concerns. Selwyn (2019) warns that too much focus on automation and efficiency may reduce opportunities for deep thinking and meaningful intellectual engagement. Therefore, while AI offers significant educational advantages, its integration should remain carefully guided by pedagogical principles and continuous critical reflection.

I.2.3 Introduction to ChatGPT

ChatGPT is a generative AI model developed by Open AI, built upon a foundation of large language models trained on vast repositories of text. Unlike traditional software that operates on fixed logic, ChatGPT functions by predicting the most probable sequence of words based on the context provided.

While its responses often appear remarkably coherent and well organized, it is important to note that ChatGPT lacks genuine understanding. It generates output by identifying probabilistic patterns rather than through true comprehension. This limitation is especially evident in the field of literary interpretation; since the AI lacks lived experience and human intuition, it often struggles with the subtle nuances, emotional depth, and historical complexities inherent in poetry.

In academic environments, ChatGPT is becoming an increasingly popular tool for students tasked with drafting essays, clarifying complex concepts, or brainstorming interpretations. Its capacity to produce structured, formal prose makes it particularly appealing for EFL learners who may find it challenging to express their ideas with academic precision.

I.2.4 ChatGPT and the Teaching of Literature

Digital humanities research suggests that computational tools can reveal patterns within literary texts. Jockers (2013) explains that digital analysis allows scholars to “see patterns that are invisible to traditional close reading” (p. 9). This perspective supports the idea that ai tools may complement, rather than replace, conventional literary methods.

Similarly, research on AI based textual analysis shows that computational systems can identify narrative structures and thematic distributions in literary works. Such findings suggest that AI may assist students in recognizing structural elements of texts.

Nevertheless, literary interpretation requires more than structural identification. Poetry, in particular, involves symbolism, tone, ambiguity, and emotional depth. While ChatGPT can generate structured analyses, it does so through data based prediction rather than personal engagement. For this reason, its role in literature teaching must remain supportive and not substitutive.

Conclusion

This chapter has examined artificial intelligence as both a technological development and an educational tool. It has shown that AI systems operate through algorithmic processes (Russell & Norvig, 2021) and can enhance learning when integrated carefully (Zawacki-Richter et al., 2019; Holmes et al., 2019). The discussion of ChatGPT highlights its potential in EFL literary classrooms, particularly in supporting academic writing and structured interpretation. However, as Selwyn (2019) emphasizes, technology should not reduce education to efficiency alone. Literary analysis remains fundamentally linked to human reasoning, contextual awareness, and critical reflection. Therefore, ChatGPT should be approached as a complementary pedagogical tool whose effectiveness depends on reflective and guided use.

Chapter II: Field Work

Introduction

Research methodology presents the practical side of the dissertation. It highlights every step, procedure, or tool followed to conduct the study. Moreover, it offers the rationale behind every decision taken by the researcher in this process. This chapter presents the research design, method, population and sample, and the data collection and analysis procedures used to investigate the impact of ChatGPT on students' ability to analyze poetry.

II.1 Research Methodology

II.1.1 Research Method

This study employs a mixed-methods research design, which integrates both qualitative and quantitative approaches to provide a thorough investigation into how ChatGPT influences the teaching and analysis of literature. The qualitative component serves as the central focus, relying on non-numerical data gathered from classroom tests and teacher interviews to explore the depth of student performance. These interviews are crucial for capturing professional pedagogical insights and understanding the nuanced ways students interpret literary texts. To support these findings, the quantitative component provides a statistical foundation by analyzing numerical data from Likert scale questionnaires to identify general trends and frequencies in students' attitudes. By combining these two perspectives, the study achieves a triangulation of data, ensuring a comprehensive evaluation of both measurable results and deeper insights into critical thinking and academic originality.

II.1.2 Population and Sample

Population: the population of the present study includes teachers and students of English at Abbes Laghrour University, Khenchela.

Sampling technique: the study utilizes purposive sampling. This non probability technique allowed for the selection of participants who are directly relevant to the research focus, specifically those engaged in the study and instruction of English literature.

Third year students are suitable because they have foundational literary knowledge but may benefit from AI assisted tools like ChatGPT to improve comprehension and analysis

II.1.3 Data Collection Tools

The data for this research was gathered using three primary instruments, ensuring a comprehensive balance between qualitative and quantitative measures:

A. The classroom test (Qualitative): this was the primary tool conducted in room 35. Students analyzed W.B. Yeats' "The Second Coming" in two distinct stages. The pre-test established their independent interpretative skills, while the post-test evaluated the changes in their

analysis after using ChatGPT. This comparative approach allows for a qualitative evaluation of shifts in academic voice, vocabulary, and symbolic depth.

B. Teacher Interviews (qualitative): semi-structured interviews were conducted with experienced English teachers Dr Khanfri abdelmoneim and Dr Boulegrone Osama to gather professional pedagogical insights. These focused on the human connection to literature and the necessary shifts in teaching strategies required to integrate AI effectively into the curriculum.

C. Students' Questionnaires (Quantitative): the questionnaires served as a bridge between numerical data and personal opinion. By utilizing Likert-scale questions, this tool explored students' attitudes toward AI and the frequency of its use in their literary studies.

II.1.4 Data Analysis Procedures

To make the study both reliable and meaningful, the researcher followed a clear and well organized mixed-methods approach. The process was carried out in three main phases:

II.1.4.1 Student Questionnaires:

Quantitative data was collected using Google Forms. This online method helped ensure students' anonymity and made it easier to gather responses efficiently. The questionnaire mainly included Likert-scale questions, focusing on students' attitudes toward literature learning and how often they use AI tools.

II.1.4.2 Teacher Interviews:

To gain deeper insights, qualitative data was collected through structured written interview conducted via email. This format gave the teachers enough time to reflect on their teaching experiences and provide thoughtful, detailed answers about their pedagogical practices.

II.1.4.3 Classroom the Test

A classroom based test was carried out in Room 35 with third-year students. In this activity, students were asked to analyze "The Second Coming" by W.B. Yeats using traditional methods first. After that, they used ChatGPT to explore the same poem and deepen their understanding of its symbols and themes. This comparison allowed the researcher to observe how AI could support and possibly enrich students' literary analysis.

II.2 Analyzing the Test

This chapter presents the results obtained from the classroom test conducted with third-year EF students in room 35 with Dr. Malk. The primary objective of this test was to

investigate how the use of artificial intelligence, particularly ChatGPT, influences students' ability to analyze poetry in a foreign language context. In order to achieve this objective, students were asked to analyze the poem "The Second Coming" by William Butler Yeats in two different stages. During the pre-test, students performed the analysis independently without any technological assistance. This stage aimed to evaluate the students' natural interpretative abilities and their existing knowledge of literary analysis. In the post test, students were allowed to use ChatGPT as a supportive tool to help them analyze the poem.

By comparing the two sets of analyses, it became possible to observe how AI affected students' interpretation, vocabulary use, analytical depth, and critical thinking skills. The results reveal significant differences between the two stages, particularly in terms of analytical complexity, language sophistication, and contextual awareness.

II.2.1 Analysis of the Pre -Test: Human-Centered Interpretation

During the first stage of the test, students relied on their own understanding of the poem. Their interpretations reflected their personal reactions, emotional responses, and basic knowledge of English literary analysis. Although many students demonstrated a general comprehension of the poem's atmosphere, their interpretations often remained at a relatively superficial level.

II.2.1.1 Students' Understanding of the Main Theme

One of the first aspects examined in the students' analyses was their ability to identify the central themes of the poem. Most students recognized that the poem describes a world characterized by chaos, instability, and moral confusion. Several students described the poem as portraying a society where order has collapsed and traditional values are disappearing. For instance, one student wrote that the poem shows "a world where everything is falling apart and people no longer follow moral rules." Another student explained that the poem reflects a situation in which "evil becomes stronger than good." These responses reveal that students were able to grasp the general meaning of the poem. However, their explanations tended to be descriptive rather than analytical. They often summarized the emotional atmosphere of the poem instead of exploring the deeper philosophical implications behind it.

II.2.1.2 Interpretation of Symbolic Elements

Symbolism plays a crucial role in Yeats's poetry, particularly in "The Second Coming". Students attempted to decode several important symbols present in the poem, but their explanations were generally literal and straightforward. For instance, the image of "the falcon and the falconer" was frequently interpreted as representing a loss of control. Students

explained that the falcon can no longer hear the falconer, which symbolizes a situation where authority and guidance are no longer effective. Similarly, the phrase “the blood dimmed tide” was commonly associated with violence and destruction. Students linked this image as a reference to war or social conflict, suggesting that the world described in the poem is experiencing widespread suffering. The mysterious “rough beast” mentioned at the end of the poem was commonly perceived as a symbol of evil or danger. Students described it as representing a threatening force that may bring further chaos to the world. Although these interpretations were not incorrect, they remained relatively basic. Students tended to focus on the immediate meaning of the symbols without examining their broader historical or philosophical significance.

II.2.1.3 Tone and Mood Identification

Another aspect analyzed in the students’ responses was their ability to identify the tone and mood of the poem. Most students recognized that the poem creates a dark and unsettling atmosphere. The adjectives most frequently used in their analyses included :(Dark /Frightening /Sad /Worrying /Anxious) these words suggest that students were able to perceive the emotional intensity of the poem. However, the vocabulary used was generally simple and informal. Students rarely used more advanced literary terminology to describe the tone.

II.2.1.4 Structural Observations

Some students also commented on the structural features of the poem. For example, several students observed that the poem appears to consist of two distinct parts. Others noted that the poem does not include traditional narrative elements such as characters or dialogue. While these observations demonstrate that students were paying attention to the formal aspects of the poem, their explanations did not go much further. Students rarely discussed how the poem’s structure contributes to its overall meaning.

II.2.1.5 Reader response and Emotional Reaction

One of the most prominent characteristics of the pre-test was the strong emphasis on personal emotional responses. Many students focused on how the poem made them feel rather than analyzing its literary techniques. For example, students wrote statements such as: “The poem makes the reader feel scared about the future.”/“It creates a feeling of fear and uncertainty.”/“It shows a dangerous world. ”These responses reflect a reader-response approach, where the reader’s emotional experience becomes central to the interpretation.

While such responses demonstrate engagement with the text, they often lack deeper analytical discussion.

II.2.2 Analysis of the Post- Test: AI Assisted Interpretation

During the second stage of the test, students were allowed to work with ChatGPT while analyzing the poem. The comparison between the two stages showed a noticeable transformation in the style and content of the students' analyses.

II.2.2.1 Expansion of Literary Vocabulary

One of the most visible changes was the introduction of advanced literary terminology. Students began using specialized concepts that had not appeared in their first analyses. Among the most common terms used were :(Symbolism/Allusion/Apocalyptic imagery/Prophetic tone/Modernism) some students also referred to Yeats's concept of the "gyre," which describes the repetitive movement of history. The use of such terminology significantly increased the academic tone of the analyses. However, it also raises questions regarding whether students fully understood these concepts or simply adopted them from AI generated explanations.

II.2.2.2 Increased Historical and Cultural Context

Another major difference between the two stages was the inclusion of historical context. Several students connected the poem to the political and social climate of the early twentieth century. In particular, many analyses mentioned the impact of the First World War and the widespread sense of uncertainty that followed it. Students demonstrate that the poem reflects a historical moment characterized by instability and the collapse of traditional social structures. This contextualization demonstrates a more sophisticated analytical approach, as literary texts are often interpreted within their historical background.

II.2.2.3 More Complex Symbolic Interpretations

The interpretation of symbols also became more abstract and developed in the post test. Instead of providing literal explanations, students began to discuss broader conceptual meanings. For example: The falcon was interpreted as representing humanity drifting away from moral or spiritual guidance. "The gyre" was described as a symbol of cyclical historical change and social collapse. The rough beast was interpreted as representing the emergence of a new and potentially destructive era in human history. These interpretations demonstrate a higher level of theoretical thinking and show how AI tools can expand students' interpretative possibilities.

II.2.2.4 Greater Attention to Poetic Structure

Students also began discussing more technical aspects of the poem's form. Several analyses referred to the poem's use of free verse, its irregular rhyme scheme, and its fragmented rhythm.

Some students even argued that the disrupted rhythm of the poem reflects the chaotic world it describes. This observation indicates a more advanced understanding of how poetic form can reinforce thematic meaning.

II.2.2.5 Transformation of Academic Writing Style

Finally, the language used in the students' analyses became noticeably more formal and academic. Informal words such as "scary" were replaced with more sophisticated alternatives like "ominous," "foreboding," and "melancholic."

This shift suggests that AI tools can significantly influence the linguistic quality of students' academic writing, making their work appear more professional and academically structured.

- **Comparative Analysis of Both Stages**

The comparison between the two stages reveals several important differences in the students' analytical approaches.

TABLE 1 DIFFERENCES IN STUDENTS LITERARY ANALYSIS BEFOR AND AFTER USING CHATGPT

Analytical dimension	Before using ChatGPT	After using ChatGPT
Interpretation style	Personal and emotional	Academic and analytical
Vocabulary	Simple everyday language	Advanced literary terminology
Symbolism	Literal explanations	Abstract interpretations
Historical context	Rarely mentioned	Frequently integrated
Structural analysis	Basic observations	Detailed technical discussion
Writing style	Informal	Academic and professional

II.2.3 Discussion of The Findings

The results of this study show that ChatGPT had a noticeable impact on the way students approached literary analysis. After using the AI tool, students produced more organized and academically developed analyses, with stronger vocabulary, clearer structure, and more references to historical and literary contexts. In the pre-test, students mainly relied on personal reactions and simple language, and their interpretations were often descriptive rather than analytical. Most of them understood the general atmosphere of disorder and uncertainty

in the poem, but they rarely explored deeper symbolic or contextual meanings. In contrast, the post-test revealed significant improvement, as students began using literary terminology more confidently and discussing symbolism, imagery, and poetic structure in a more developed way. Despite these positive changes, the findings also highlight an important concern. While ChatGPT improved the technical and linguistic quality of students' writing, some analyses appeared less personal and more dependent on AI generated interpretations. In some cases, students seemed to adopt ready-made explanations instead of developing their own critical perspectives. Although ChatGPT can be a valuable support tool in literature classrooms, especially for helping students organize ideas and improve academic expression, it should not replace independent thinking and authentic interpretation. Teachers should guide students carefully so that AI becomes a tool that supports learning rather than a substitute for students' own analytical voice.

Summary:

Test (before vs after):

- Before: simple, personal, weak analysis
- After: structured, academic, deeper analysis
- ChatGPT improves quality but affects originality
- ChatGPT improves analysis but weakens independent thinking

II.3 Analysis of the Teachers' Interview

Before conducting the teachers' interviews, it was important to introduce the purpose of this part of the study and explain its relevance to the research. The interview section aims to gather teachers' professional perspectives regarding the integration of Artificial Intelligence, particularly ChatGPT, in teaching literature to EFL students. Through these interviews, the study seeks to explore teachers' attitudes toward the pedagogical use of AI, its potential benefits in supporting literary analysis, and the possible challenges related to students' critical thinking, originality, and independent interpretation. The insights collected from the participants provide valuable qualitative data that contribute to a deeper understanding of how AI is perceived and applied in literature classrooms at Abbes Laghrour University.

II.3.1 General Attitudes toward AI in Education

The interview findings reveal that teachers hold generally positive yet careful attitudes toward the integration of Artificial Intelligence in higher education. Both teachers viewed AI

tools, particularly ChatGPT, as supportive pedagogical resources that can facilitate teaching and simplify complex literary concepts for EFL students. The teachers emphasized that AI should not replace traditional teaching practices or the role of the instructor. Instead, it should function as an assisting tool that supports classroom interaction, enhances explanation, and encourages student engagement. This balanced perspective reflects an awareness of both the pedagogical benefits and the potential limitations of AI in literature education. Furthermore, the participants highlighted that AI may be especially useful in the Algerian EFL context, where students often encounter difficulties in understanding literary texts due to linguistic and interpretative challenges.

II.3.2 The Pedagogical Use of ChatGPT in Literature Classes

The interviewees explained that AI tools can contribute positively to literature teaching in several ways. According to Dr.khanfri, and Dr.Boulgroun, ChatGPT helps simplify difficult literary ideas, generate discussion questions, and provide examples that facilitate students' comprehension of poetry and literary themes. Also they reported that AI can support lesson preparation and classroom activities by saving time and offering alternative explanations that make literary texts more accessible to learners. This support is particularly beneficial in poetry analysis, where students frequently struggle with symbolism, imagery, and abstract interpretation. However, the teachers stressed that AI should remain under pedagogical supervision. Students still require guidance to critically evaluate AI-generated interpretations rather than accepting them passively.

II.3.3 Student Engagement and Classroom Interaction

Another important theme that emerged from the interview concerns student engagement. The educators observed that students generally show increased interest and participation when AI tools are incorporated into classroom activities. According to them, AI creates a more interactive learning environment and exposes students to multiple interpretations of literary texts. This diversity of perspectives may encourage broader reflection and enrich classroom discussion. Nevertheless, the participants clarified that increased engagement does not necessarily ensure deeper critical thinking. Some students may rely excessively on ready-made answers without developing their own analytical perspectives.

II.3.4 Concerns and Limitations of AI Use

Despite recognizing the educational value of AI, the interviewees expressed several concerns regarding its overuse in literature learning. The first concern relates to students' over

reliance on AI-generated interpretations. The teachers warned that excessive dependence on ChatGPT may weaken students' originality, independent thinking, and personal engagement with literary texts. The second concern involves the accuracy and reliability of AI-generated content. According to the participants, ChatGPT may occasionally provide unclear interpretations or inaccurate literary information. Consequently, students must learn to evaluate AI responses critically rather than treating them as unquestionable sources of knowledge.

II.3.5 Teachers' Overall Perspective

Overall, the interview findings suggest that teachers perceive ChatGPT as a useful complementary tool rather than a replacement for traditional literature teaching. They emphasized that effective integration of AI requires balance, pedagogical guidance, and continuous critical reflection. The educators agreed that human interpretation, classroom discussion, and close reading remain essential components of literary education that cannot be replaced by technology.

II.3.6 Overall Interpretation:

What stands out most from this interview is the image of a teacher who sees AI not simply as a theoretical topic, but as something that is already shaping everyday classroom practices. Rather than using ChatGPT blindly, the teacher pays close attention to how students interact with it and reflects carefully on both its benefits and its drawbacks. The teacher's perspective avoids the two extreme positions often associated with AI in education. Instead of rejecting AI completely out of fear for academic integrity, or accepting it uncritically as a perfect educational solution, the teacher adopts a more balanced view. ChatGPT is seen as useful when it encourages learning and supports students' understanding, but concerning when students begin to depend on it instead of developing their own ideas and interpretations.

Summary:

- AI as a partner, not a replacement.
- A tool for brainstorming and simplifying concepts.
- Helps overcome language barriers in literature.
- Risk of weakening students' critical thinking.
- Potential for providing inaccurate information.
- The need for clear rules and guidance.
- Value depends on the user's awareness and intent.

II.4 Questionnaire Results and Analysis

In addition to the classroom test conducted with third-year EFL students, a questionnaire was designed to collect quantitative data regarding students' perceptions of literature learning and their attitudes toward the integration of artificial intelligence tools in literary analysis. The questionnaire aimed to provide further insight into how students approach literature, what teaching methods they have experienced, and how they perceive the use of technological tools such as ChatGPT in understanding and analyzing poetic texts. The questionnaire consisted of several sections addressing students' interest in literature, and their experiences with traditional literature teaching methods, their familiarity with AI tools, and their perceptions of the effectiveness of ChatGPT in literary analysis. A total of 32 students participated in the questionnaire. The data collected from the questionnaire provides valuable information about students' learning habits, their level of engagement with literature, and the growing role of digital technologies in their academic practices. The following sections present a detailed analysis of the questionnaire results

Q1 do you enjoy literature?

TABLE 2 STUDENTS ATTITUDES TOWARD LITERATURE

Response	Percentage (%)	Approximate Count
Yes	87.1%	27
No	12.9%	4

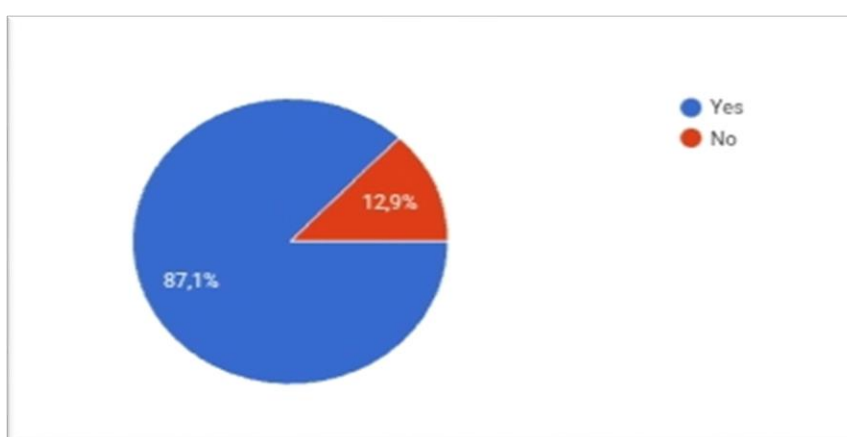


FIGURE 1 : STUDENTS' EMOTIONAL ENGAGEMENT WITH LITERATURE

The aim of this question was to understand how students feel about engaging with literary texts in the classroom. The data shows a very positive trend, with 87 % of the

participants (26 students) reporting that they enjoy the subject, while only 12, 9 % (6 students) expressed a lack of interest

Q2 what genres of literary forms do you find most engaging?

TABLE 3 STUDENTS PREFERRED LITERARY GENRES

Literary Genres	Percentage (%)
Novels	67.7%
Poems/Poetry	22.6%
Plays/Drama	9.7%

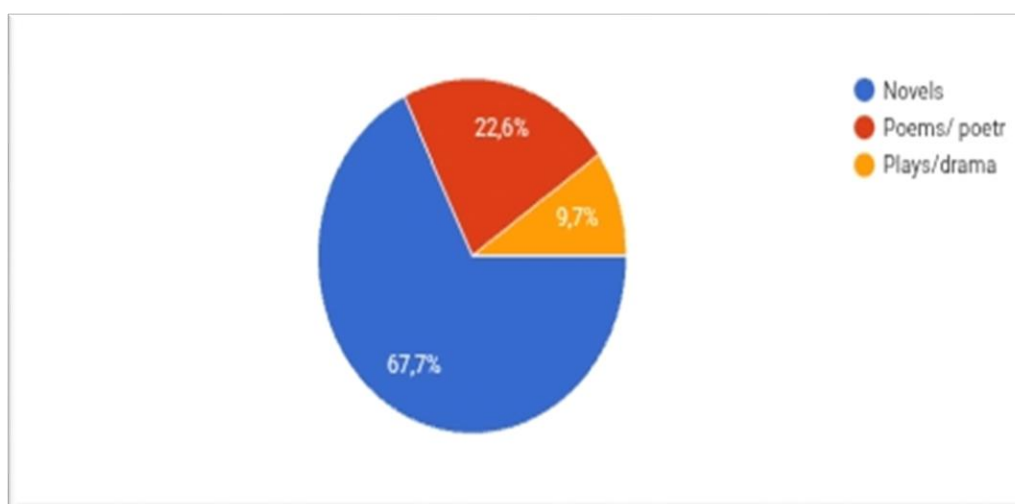


FIGURE 2 PREFERRED LITERARY GENRES AMONG EFL STUDENTS

The results show that most students are clearly more comfortable with prose, especially novels, which were chosen by 67.7% of them. This suggests that they tend to connect more easily with stories that are longer, more detailed, and easier to follow. On the other hand, poetry attracted only 22.6% of the students, which may mean that many of them find it difficult to understand because of its abstract language and deeper meanings. Drama was the least preferred genre, with just 9.7%, possibly because students are not very familiar with it or do not often engage with it in class.

Q3: what traditional methods of teaching literature have you experienced (e.g.: lectures, group discussions, close readings)?

TABLE 4 TRADITIONAL TEACHING PRACTICES IN LITERATURE CLASSE

Method / Category	Count (Frequency)	Percentage
All	1	3,4%
Discussions about the topic	2	6,9%
Option 3 (Label overlapping)	1	3,4%
Group discussion and presentation	3	10,3%
Option 5 (Label overlapping)	1	3,4%
Group discussions	1	3,4%
Option 7 (Label overlapping)	1	3,4%
Option 8 (Label overlapping)	1	3,4%
Groups	1	3,4%
Option 10 (Label overlapping)	1	3,4%
I personally experienced...	3	10,3%
Option 12 (Label overlapping)	1	3,4%
Lecteurs	1	3,4%
Option 14 (Label overlapping)	1	3,4%
Lecture-based method	1	3,4%
Lectures, group discussion	2	6,9%
Option 17 (Label overlapping)	1	3,4%
Reading	1	3,4%
Option 19 (Label overlapping)	1	3,4%
Option 20 (Label overlapping)	3	10,3%
Through...	1	3,4%

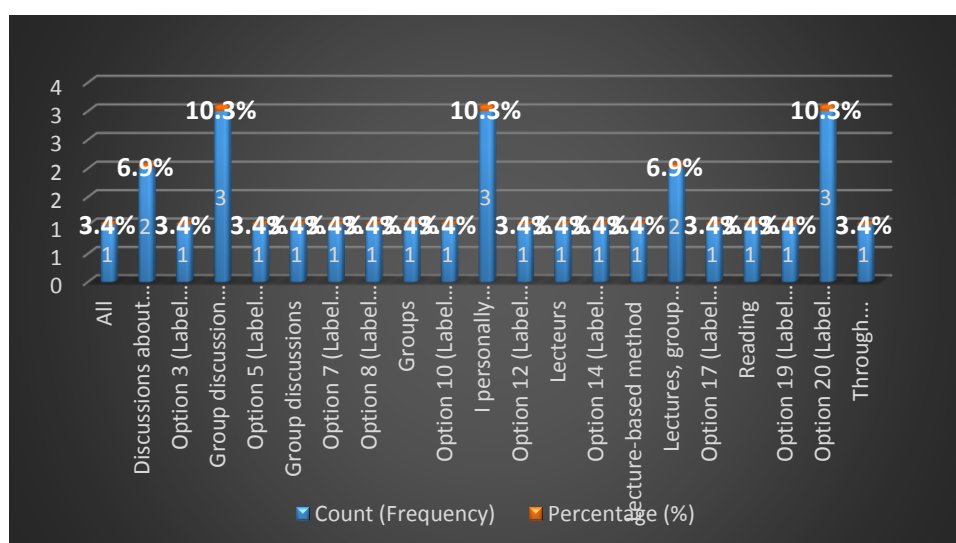


FIGURE 3 COMMON TRADITIONAL TEACHING METHODS IN LITERATURE CLASSES

The questionnaire examined the different traditional teaching methods students have experienced throughout their academic journey. As shown in Figure 04, the findings reveal that students are not limited to a single approach; rather, they are exposed to a variety of instructional strategies, including teacher-led lectures, group discussions, and the close reading of literary texts. These methods continue to play a central role in literature education because they encourage students to actively engage with texts and develop their analytical abilities. Lectures, for instance, provide essential background information about literary movements, authors, and historical contexts, helping students better understand what they read. In contrast, group discussions offer students the opportunity to express their ideas and consider different perspectives, often leading to a deeper and more nuanced understanding of literary works. Similarly, close reading enables students to focus on language, imagery, and stylistic elements, which supports more detailed interpretation. Overall, the results suggest that students benefit from this combination of approaches, reflecting a balanced learning environment where both teacher guidance and student participation are valued. Such a foundation is particularly important, as it prepares students to develop the critical and analytical skills needed to engage effectively with AI tools in the study of literature.

Q4: How effective do you find these methods in helping you understand literature?

TABLE 5 STUDENTS' PERCEPTION OF THE EFFECTIVENESS OF TRADITIONAL TEACHING METHODS IN LITERATURE

Effectiveness Level	Percentage (%)
Very effective	63.3%
Moderately effective	33.3%
Extremely effective	3.3%
Not effective	0%

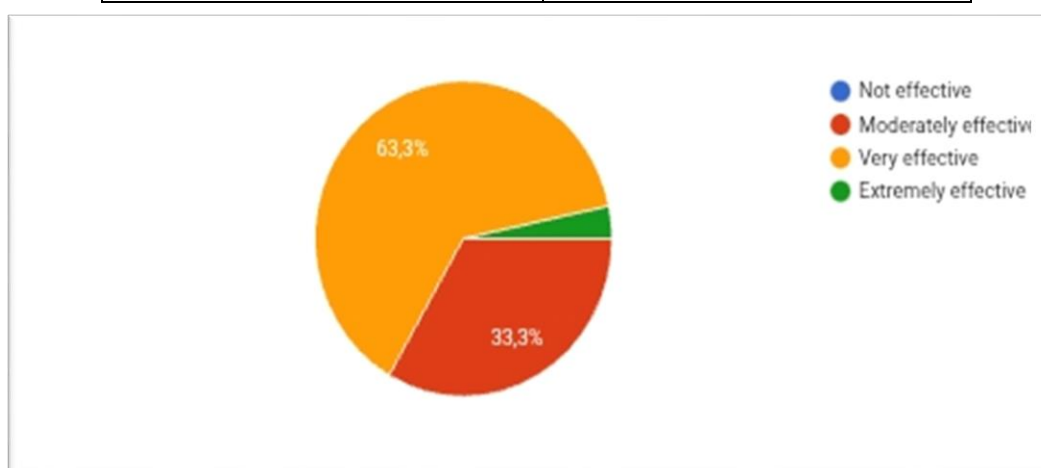


Figure 04: Students Opinions about ChatGPT Literary Interpretations

Opinions on how effective traditional teaching methods are in helping them understand literary texts. The results show a generally positive perspective. Most students (63.3%) felt that these methods are very effective, while 33.3% considered them moderately effective. Only a small number of students viewed them as either extremely effective or ineffective.

These findings suggest that students are largely satisfied with traditional approaches such as lectures, group discussions, and close reading. Many feel that these methods support their understanding and help them engage with literary texts. At the same time, the presence of a group who rated them as only moderately effective indicates that these approaches may not fully meet the needs of all learners. Overall, however, the results reflect a strong and generally positive attitude toward the teaching practices currently used in the department.

Q5: Have you used any ai tools or educational software before? If so, which one

TABLE 6 DISTRIBUTION OF STUDENTS EXPERIENCES WITH TRADITIONAL LITERATURE TEACHING METHOD

Method / Category	Count (Frequency)	Percentage (%)
All Discussions	1	3,4%
Group discussion	2	6,9%
Group activities	1	6,9%
I personally experienced	3	10,3%
Lecteurs methods	1	3,4%
Lectures	1	3,4%
Third method	1	3,4%
Traditional methods	1	3,4%
Reading	1	3,4%
Close reading	1	3,4%
Close study of text	3	10,3%
Classic teaching	1	3,4%
Label 13 (Overlapped)	1	3,4%
Label 14 (Overlapped)	1	3,4%
Label 15 (Overlapped)	1	3,4%
Label 16 (Overlapped)	2	6,9%
Label 17 (Overlapped)	1	3,4%
Label 18 (Overlapped)	1	3,4%
Label 19 (Overlapped)	1	3,4%
All three classes	3	10,3%
All	1	3,4%

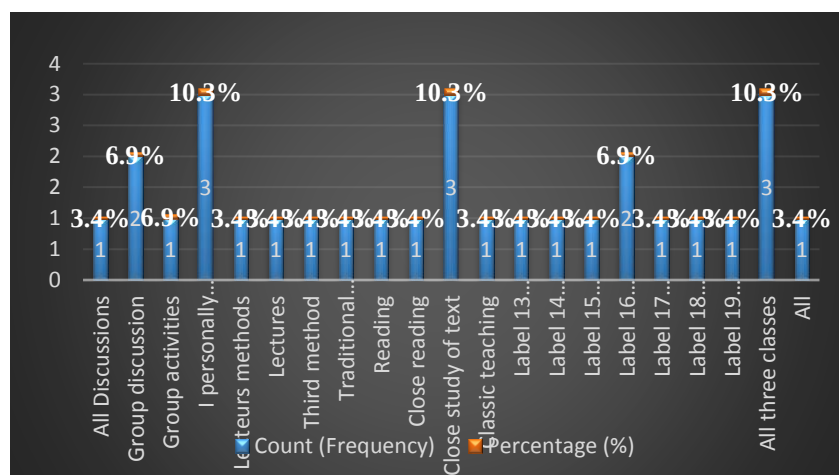


FIGURE05: STUDENTS FAMILIARITY WITH ARTIFICIAL INTELLIGENCE TOOLS

Another objective of the questionnaire was to determine whether students had previous experience using artificial intelligence tools for educational purposes. The responses indicate that 100% of the surveyed students are already familiar with ai technologies, with 17, 2%identifying as regular users and a significant majority specifically mentioning ChatGPT.

Some students reported that they use ChatGPT to:

- Clarify difficult concepts
- Summarize complex texts
- Generate explanations of literary themes
- Assist with writing assignments

This growing familiarity with ai tools reflects the increasing role of digital technologies in contemporary education. Students are no longer limited to traditional sources of information such as textbooks or lectures; they can also access interactive digital tools that provide immediate explanations and feedback.

Q7: how frequently do you use ChatGPT in analyzing poems?

TABLE 7 STUDENTS FAMILIARITY WITH CHATGPT AS AN AI TOOL

Frequency	Percentage (%)
Always	42,1%
Sometimes	52,6%
Never	5,3%

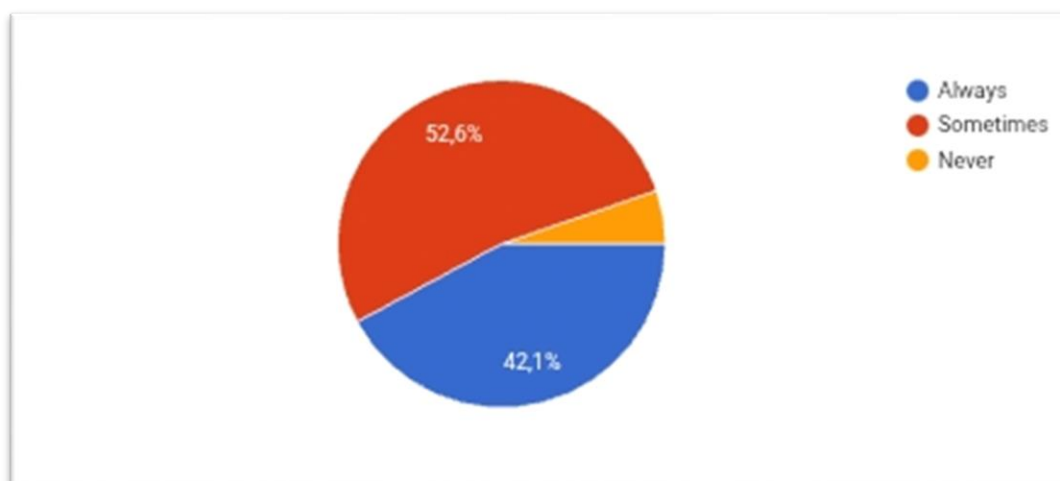


FIGURE 4 FREQUENCY OF USING CHATGPT FOR POEM ANALYSIS

Students were also asked how frequently they use ChatGPT when analyzing poems. The results show that 52.6% of students reported using it occasionally, while 42.1% indicated that they use it regularly. Only a small percentage (5, 3%) stated that they never use ChatGPT for this purpose. These findings demonstrate that ai tools have become an increasingly common resource for students when dealing with complex literary texts. Poetry analysis often requires interpreting symbolic language and abstract themes, which can be challenging for EFL learners. As a result, students may turn to ai tools to help clarify meanings and explore different interpretations.

Q7: When analyzing poems do you find ChatGPT helpful in understanding the poems themes and motifs?

TABLE 8 FREQUENCY OF CHATGPT USE FOR THEMATIC POETRY ANALYSIS

Response	Percentage (%)
Yes	96.7%
No	3.3%

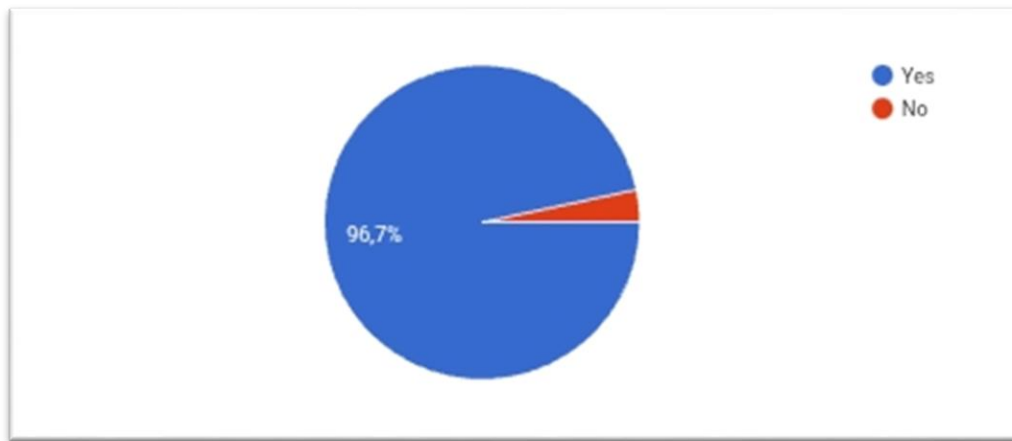


FIGURE 5 THE CONTRIBUTION OF CHATGPT TO UNDERSTANDING THEMES AND SYMBOLS

One of the most significant findings of the questionnaire relates to students' perceptions of the usefulness of ChatGPT in understanding poetic texts. When asked whether ChatGPT helps them understand the themes and motifs of poems, 96.7% of respondents answered positively. This overwhelming majority suggests that students view ChatGPT as a valuable learning tool that can facilitate their comprehension of complex literary texts. By providing explanations, summaries, and analytical insights, ai tools may help students overcome some of the difficulties associated with poetry analysis.

Q08: Do you Feel ChatGPT Provides unique insights compared to your own analysis?

TABLE 9 CHATGPT UNIQUE INSIGHTS. PERSONAL ANALYSIS

Response	Percentage (%)
Yes	56.7%
No	43.3%

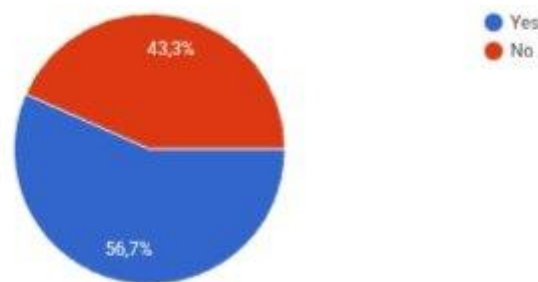


FIGURE 6 THE BALANCE BETWEEN PERSONAL INTERPRETATION AND AI SUPPORT

The results of a survey involving 30 participants who were asked if they believe ChatGPT provides unique insights compared to their own personal analysis. The data reveals a relatively close split in opinion, though a clear majority of 56.7% answered "yes." this suggests that more than half of the respondents view the ai as a valuable brainstorming partner capable of offering fresh angles, identifying patterns, or suggesting ideas that the user might not have considered independently. For this group, the ai serves as a tool for "divergent thinking," helping them expand their perspective beyond their own natural biases or knowledge limits. On the other hand, a significant minority of 43.3% answered "no," indicating that nearly half of the participants do not see the AI's output as uniquely insightful. This group likely views ChatGPT responses as more of a summary of existing information rather than a source of original thought. These users might find that the ai simply mirrors common logic or provides "textbook" answers that they could have easily reached on their own. Overall, the chart highlights that while ai is increasingly respected as an analytical collaborator, there is still a large portion of people who find its contributions to be predictable or less profound than human intuition and expertise.

Q09: How do you think ChatGPT impact your understanding of literature including the use of literary elements?

TABLE 10 CHATGPT IMPACT ON LITERARY ELEMENT UNDERSTANDING

Response / Category	Count (Frequency)	Percentage (%)
Better understanding	1	3.8%
ChatGPT can be a valuable aid	1	3.8%
[Overlapping Label]	1	3.8%
[Overlapping Label]	1	3.8%
ChatGPT has help...	3	11.5%
Chatgpt gatheris in...	1	3.8%
[Overlapping Label]	1	3.8%
[Overlapping Label]	1	3.8%
From my perspectiv...	2	7.7%
I use it as a support...	1	3.8%
[Overlapping Label]	1	3.8%
It facilitates difficult...	1	3.8%
Improved vocabulary grasp...	1	3.8%
It helps me to under...	1	3.8%
[Overlapping Label]	1	3.8%
The poems are now...	1	3.8%
Not that effective for this purpose	1	3.8%
[Overlapping Label]	1	3.8%

[Overlapping Label]	1	3.8%
Detailed analysis support.	1	3.8%
[Overlapping Label / Last Bar]	2	7.7%

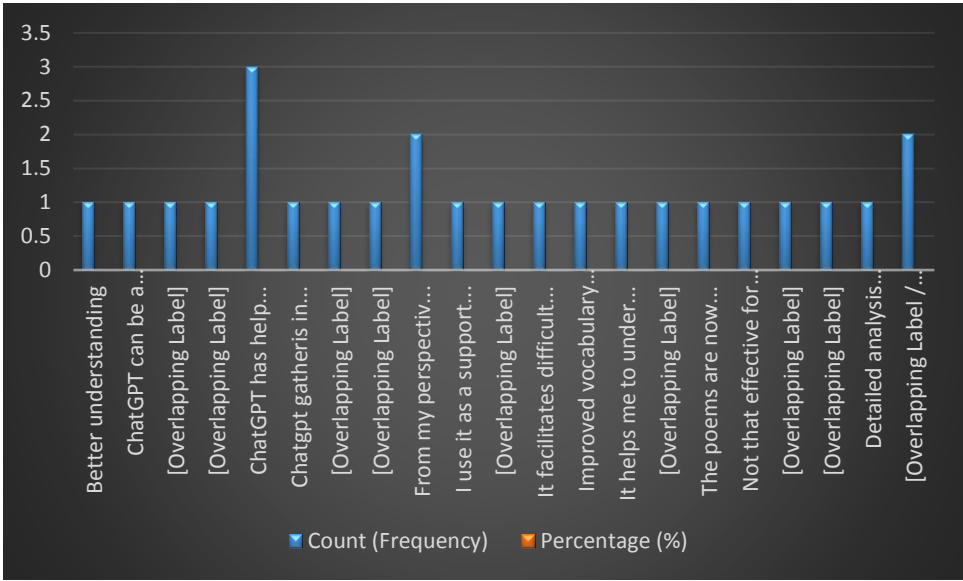
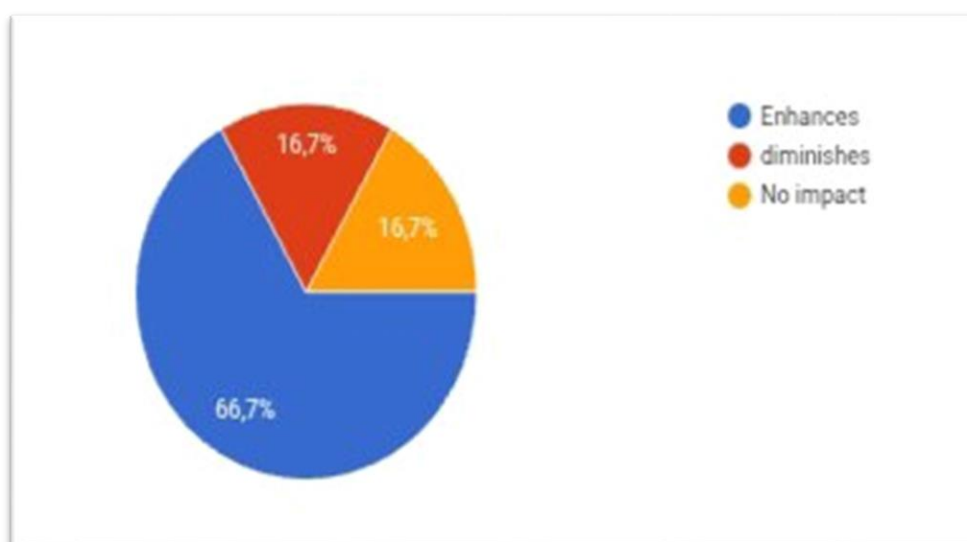


FIGURE 7 STUDENTS VIEWS ON THE IMPACT OF CHATGPT ON LITERARY ANALYSIS

The data presented in the chart reflects a wide variety of student experiences, where the scattered percentages indicate that there is no single, dominant way ChatGPT affects literary understanding. The most common sentiment is represented by the central peak of 11.5% (3 responses), which suggests a small cluster of students find the ai particularly helpful for facilitating difficult tasks. This is supported by two secondary peaks at 7.7% (2 responses each), which likely represent students who view the tool as a reliable secondary support. However, the most telling part of the data is the long sequence of bars at 3.8% (1 response each), which makes up the vast majority of the chart. This "fragmentation" proves that nearly every student is interacting with the ai in a unique way, resulting in highly individualized learning outcomes. From an academic perspective, these percentages explain why the text emphasizes the need for "careful pedagogical guidance." because the impact is so varied with many students (3.8% each) reporting different specific benefits or limitations it is clear that they are not using the tool with a unified method. This lack of consistency means that without a teacher's intervention to set standards, some students may only be gaining a surface level understanding of literary elements. Therefore, the data serves as evidence that while ChatGPT is widely used as a facilitator, it requires a structured academic framework to ensure it truly enhances, rather than fragments, the analytical skills required for literary study.

Q10: Do you think ChatGPT enhances your critical thinking?**TABLE 11** STUDENTS PERCEPTION OF CHATGPT IMPACT ON CRITICAL THINKING

Response	Percentage (%)
Enhances	66.7%
Diminishes	16.7%
No Impact	16.7%

**FIGURE 8** STUDENTS VIEWS ON THE INFLUENCE OF CHATGPT ON CRITICAL THINKING SKILLS

The findings show that ChatGPT is no longer seen as just a new technology, but as an important support tool in studying English literature, especially in analyzing difficult poems. Traditional teaching methods such as lectures and group discussions are still considered useful and effective by most students. However, many students now combine these methods with AI tools to better understand literary texts outside the classroom. The results also show that 96.7% of students use ChatGPT to help them understand complex themes, symbols, and ideas in poetry. In this way, ChatGPT works like an instant guide that helps students understand difficult poetic language more easily. At the same time, the findings do not suggest that students are becoming dependent on ai. In fact, 66.7% of participants stated that ChatGPT improved their critical thinking skills. Many students compare the AI's interpretations with their own ideas in order to question, develop, and improve their personal analyses.

Overall, the study suggests the development of a hybrid approach to literary analysis, where technology acts as a personalized learning assistant. This approach helps students move from simple understanding to deeper and more critical engagement with literary texts.

Summary:

- Students like literature and accept ai
- ChatGPT helps in understanding poems
- Some students depend on it too much.

II.4.1 Interpretation of the Students Questionnaire

The questionnaire results reveal that most students (87.1%) enjoy literature and show a strong willingness to engage with literary texts, yet many of them still struggle with poetry analysis due to complex language, abstract meanings, and the need for deeper interpretation. While traditional teaching methods are generally perceived as effective, with 63.3% of students rating them as “very effective” and 33.3% as “moderately effective,” the findings also suggest that these methods alone are not always sufficient to fully support understanding, especially when dealing with more challenging texts. As a result, students increasingly turn to ChatGPT as a complementary learning tool, using it to clarify difficult vocabulary and ideas, improve their comprehension, and organize their writing in a more structured academic form. However, the data also indicates a potential drawback, as some students may become overly dependent on AI, which can limit their independent thinking, originality, and personal engagement with literary analysis. Overall, students do not view ChatGPT as a replacement for traditional instruction but rather as a supportive tool that enhances their learning, and therefore the findings suggest that the most effective approach is a balanced combination of both traditional teaching and AI assistance, ensuring that students benefit from technological support while still developing critical thinking skills and maintaining their authentic academic voice.

Summary

- Students view ChatGPT as a helpful tool for understanding complex literary texts.
- They use it to clarify difficult ideas, summarize texts, and explain literary themes.
- It is seen as an analytical support tool that helps in organizing and developing ideas.
- Some students find its responses predictable and not deeply insightful compared to human interpretation.

II.4.2 Connecting Teacher and Student Perspectives

When the teacher’s interview is examined alongside the students’ questionnaires, a clearer picture of the modern classroom begins to appear. In many ways, the students confirm the teacher’s observations. Most students admit that they use ChatGPT frequently and

appreciate its ability to simplify difficult literary concepts. At the same time, several students also recognize that AI-generated responses often lack the depth and personal reflection that come from independent thinking. The interview also shows that although AI increases participation and interest in classroom activities, this engagement may not always lead to deeper learning. The problem of overreliance on AI is no longer only a possibility; it is becoming increasingly visible in educational settings. Both teachers and students seem to face the same challenge: while AI can make academic tasks easier, easier does not always mean more meaningful or more beneficial for long-term learning. While the teacher tries to preserve academic rigor and encourage students to think independently, some learners succeed in maintaining their critical perspective, whereas others become more dependent on ready-made interpretations.

In short, the findings suggest that the issue is not whether AI is entirely good or bad. Its educational value depends mainly on how it is used and the intentions behind its use. One of the most important conclusions of this study is that students need guidance and awareness in order to use AI tools effectively and responsibly. Without proper pedagogical support, AI can gradually shift from being a helpful learning resource to becoming merely a quick way to complete academic tasks.

General Conclusion

CONCLUSION GENERALE

GENERAL CONCLUSION

In today's rapidly evolving educational landscape, the integration of artificial intelligence has become an unavoidable reality. This study set out to explore how tools like ChatGPT are influencing the teaching and learning of literature, particularly in the context of third-year EFL students. It aimed to understand whether AI can enhance literary analysis while still preserving students' originality and critical thinking.

This research was guided by a central question: how does ChatGPT impact the way literature is taught and understood? Conducted with third-year students at Abbas Laghrour University, the study focused on examining whether AI could support deeper engagement with poetry and improve students' academic writing skills. It also aimed to explore both students' and teachers' attitudes toward the use of such technology in the classroom.

The findings revealed a balanced and insightful picture. On one hand, ChatGPT proved to be a valuable educational tool. Students were able to produce more structured essays, use more appropriate academic vocabulary, and engage more deeply with literary elements such as symbolism and context.

On the other hand, the study highlighted a critical concern: over reliance on AI. Some students depended too heavily on the tool, which limited their personal interpretation and reduced the originality of their work. This confirms that AI, while powerful, must be used carefully.

Based on these results, it is more effective to integrate AI into teaching rather than reject it. A hybrid approach is strongly recommended, where ChatGPT is used as a support tool for brainstorming ideas, clarifying concepts, and improving language. However, teachers must guide students to maintain their personal voice. Designing tasks that require personal reflection, cultural connections, or individual interpretation can help ensure that learning is meaningful and authentic.

- **Limitations of the Study**

This study faced several limitations. One of the main challenges was the lack of sufficient theoretical resources, due to the novelty of the topic. Additionally, the research was conducted over a short period, which made it difficult to observe long-term effects.

The study also involved a limited number of participants and encountered technical difficulties, such as unstable internet connection during classroom test. These factors may have influenced the results.

- **Suggestions for Further Research**

Future studies could expand this research by conducting long-term investigations to better understand how AI affects students' development over time. It would also be valuable to explore the use of AI in other literary genres, particularly plays (drama), to examine how students interact with dialogue, performance, and stage interpretation using AI tools.

Moreover, comparing different AI platforms could provide deeper insights into the most effective ways of integrating technology in literature teaching.

In conclusion, ChatGPT represents both an opportunity and a challenge in literature education. While it has the potential to enhance learning and support students academically, it also raises important questions about originality and independent thinking. The future of literature teaching lies not in replacing human insight with machines, but in finding a thoughtful balance between the two.

- **Validity and Reliability**

This answers to the research questions based on the evidence gathered, ensuring a clear link between the practical investigation and the final conclusions."

1. Do teachers at the English department of Abbas Laghrour University favor the use of ChatGPT to develop students' poem analyses?

Yes. Teachers at the English Department of Abbas Laghrour University support using ChatGPT as a helpful tool to guide students in analyzing poems, provided it is used under supervision and does not replace students' own critical thinking and interpretations.

2. To what extent does using ChatGPT affect the linguistic quality, structural organization, and overall academic style of third-year EFL students' analyses of the second coming?

Using ChatGPT significantly improves the linguistic accuracy, essay structure, and academic style of third-year EFL students at Abbas Laghrour University. Their essays become more coherent, well organized, and formal, with richer vocabulary and clearer arguments, though some uniformity in style may appear.

3. How does ChatGPT influence students' depth of interpretation (understanding of symbolism and originality of personal analysis)?

ChatGPT enhances students' understanding of symbolism and thematic elements, allowing deeper literary analysis for third-year EFL students at Abbas Laghrour University. At the same time, it can reduce originality, as students may rely on AI interpretations rather than developing their own personal perspectives.

LIST OF REFERENCES

List of references:

- Arnold, M. (1880).** *The study of poetry*. London: Macmillan.
- Bloom, B. S. (1956).** *Taxonomy of educational objectives: The classification of educational goals*. New York: Longmans, Green.
- Braun, V., & Clarke, V. (2006).** Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Brown, H. D. (2001).** *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Longman.
- Brumfit, C. J. (1985).** *Language and literature teaching: From practice to principle*. Pergamon Press.
- Carter, R. (1997).** *Investigating English discourse: Language, literacy and literature*. Routledge.
- Carter, R., & Long, M. N. (1991).** *Teaching literature*. London: Longman.
- Carter, R., & McRae, J. (1996).** *Language, literature and the learner: Creative classroom practice*. Longman.
- Collie, J., & Slater, S. (1987).** *Literature in the language classroom: A resource book of ideas and activities*. Cambridge: Cambridge University Press.
- Cunningsworth, A. (1995).** *Choosing your course book*. Heinemann.
- Dewey, J. (1938).** *Experience and education*. New York Kappa Delta Pi.
- Duff, A., & Maley, A. (2007).** *Literature* (Resource books for teachers' series). Oxford University Press.
- Eagleton, T. (1983).** *Literary theory: An introduction*. Minneapolis University of Minnesota Press.
- Freire, P. (1970).** *Pedagogy of the oppressed*. New York Herder and Herder.
- Holmes, W., Bialik, M., & Fadel, C. (2019).** *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.

LIST OF REFERENCES

Holmes, W., Persson, J., Chounta, I. A., Wasson, B., & Dimitrova, V. (2022). *Artificial intelligence and education: A critical view through the lens of human rights, democracy and the rule of law*. Council of Europe.

Jakobson, R. (1960). Linguistics and poetics. In T. Sebeok (ed.), *Style in language* (pp. 350-377). MIT Press.

Jockers, M. L. (2013). *Macroanalyses: Digital methods and literary history*. University of Illinois Press.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford Pergamon Press.

Lazar, G. (1993). *Literature and language teaching: A guide for teachers and trainers*. Cambridge: Cambridge University Press.

Liu, J. (2015). *Teaching poetry in EFL contexts*. Scholars' Press.

Maley, A., & Duff, A. (2005). *Drama techniques: A resource book of communication activities for language teachers* (3rd ed.). Cambridge University Press.

Mayer, R. E. (Ed.). (2005). *The Cambridge handbook of multimedia learning*. Cambridge University Press.

Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Longman.

Russell, S. J., & Norvig, P. (2021). *Artificial intelligence: A modern approach* (4th ed.). Hoboken, N.J.: Pearson.

Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Cambridge Polity Press.

Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace & World.

Widdowson, H. G. (1994). *Practical stylistics: An approach to poetry*. Oxford University Press.

Williams, R. (1977). *Marxism and literature*. Oxford University Press.

LIST OF REFERENCES

Zawacki-Richter, O., Marin, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education: Where are the educators? *International Journal of Educational Technology in Higher Education*, 16(39), 1–27.

Appendices

Appendix A: classroom test sample

1. Theme and Subject Matter

What central ideas or messages does the poem convey? What is the poem trying to say about life, death, or other themes?

2. Imagery and Symbolism

What kinds of images and symbols does the poet use? How do these contribute to the overall meaning of the poem?

3. Tone and Mood

What is the tone of the poem (e.g., somber, reflective, melancholic)? How does the mood affect the reader's perception?

4. Form and Structure

Look at the poem's structure, rhyme scheme, and line breaks. How do these elements enhance the poem's meaning?

5. Language and Diction

Pay attention to the poet's choice of words. What effect do these choices have on the reader?

6. Characters

Who are the characters in the poem, and what role does each play? Do the characters represent ideas, emotions, or social issues? Explain how.

7. Context and Background

Consider the poet's background and the historical or cultural context. How does this influence the poem?

- 1 - the poem depicts systemic entropy and the violent disintegration of social cohesion.
 - 2 - Yeats utilizes visceral symbols like the falcon to signify secular drift from authority
the rough beast serves as a monstrous harbinger of a jolt
 - 3 - the tone is prophetic and cynical. the mood is thick with existential fear and tension.
 - 4 - the fractured rhythm and lack of rhyme mirror a world that is breaking apart.
 - 5 - Yeats uses incendiary words to create a violent linguistic tension
 - 6 - the characters are symbolic figures. The beast is the antithesis of Christ - a cold, godless replacement for peace.
 7. Written after WWI, the poem reflects post-war trauma. Yeats saw the violence as the violent birth-pangs of a terrifying new age
- after using AI

1. the central idea is societal collapse and the end of an era. The msg: The world is spinning out of control and the Christian era is being replaced by something primal, dark and pitiless. Life and death it reflects a living death where traditional order dies.
2. Imagery: Blood, darkness, desert. Symbolism: Falconer → Authority / Blood → war and violence
3. Tone and mood → Heavy and Foreboding
↓
Apprehensive, prophetic
4. Form and Structure: Blank verse.
two Stanzas
5. Language: complicated / Diction: complicated.
6. Characters: The Falcon, The Best and worst
7. Context and Background: The Spanish Flu.

Before Chatgpt.

1. Theme and Subject Matter

What central ideas or messages does the poem convey? What is the poem trying to say about life, death, or other themes? → the chaos and collapse in the world.

2. Imagery and Symbolism

→ falcon → human, falconer = Values.

What kinds of images and symbols does the poet use? How do these contribute to the overall meaning of the poem?

3. Tone and Mood

What is the tone of the poem (e.g., somber, reflective, melancholic)? How does the mood affect the reader's perception? → The tone is somber and reflective.

4. Form and Structure

→ to make it easier to the reader to understand

Look at the poem's structure, rhyme scheme, and line breaks. How do these elements enhance the poem's meaning?

5. Language and Diction

→ it helps the reader to understand the meaning and concept of the poem.

6. Characters

→ Yeates play the main character in the poem he tells us about the chaos that spread in the world in a funny way.

Who are the characters in the poem, and what role does each play? Do the characters represent ideas, emotions, or social issues? Explain how.

7. Context and Background

Consider the poet's background and the historical or cultural context. How does this influence the poem?

to show the world the real image of the world in the future
people women

- ①. The poem's main idea or message, it may talk about *After* life, death, love, war, or society.
- ②. The poet uses images and symbols to create meaning and deeper ideas.
- ③. The tone is the poet's attitude (e.g., sad, serious). The mood is the feeling the reader gets.
- ④. The poem's structure (stanzas, rhyme, line breaks) helps express meaning and control why them.
- ⑤. Word choice affects the poem's impact and smooth emotional power.
- ⑥. The poet's life and historical context influence the poem's themes and message.
- ⑦. The people or voices in the poem represent ideas or emotions.

1. Theme and Subject Matter

What central ideas or messages does the poem convey? What is the poem trying to say about life, death, or other themes? *apocalypse and social chaos.*

2. Imagery and Symbolism *Falcon/falconer = humanity and loss of control / the sphinx: the beast*
What kinds of images and symbols does the poet use? How do these contribute to the overall meaning of the poem?

3. Tone and Mood

What is the tone of the poem (e.g., somber, reflective, melancholic)? How does the mood affect the reader's perception? *Nightmarish and filled with a sense of impending doom for the reader.*

4. Form and Structure

Look at the poem's structure, rhyme scheme, and line breaks. How do these elements enhance the poem's meaning?

chaotic shift enhance the feeling of a sudden, terrifying revelation

5. Language and Diction
Pay attention to the poet's choice of words. What effect do these choices have on the reader?

Violent and absolute words

6. Characters
Who are the characters in the poem, and what role does each play? Do the characters represent ideas, emotions, or social issues? Explain how. *Rough beast, the speaker, visionary prophet.*

7. Context and Background

Consider the poet's background and the historical or cultural context. How does this influence the poem?

1919 world wars during that time where violence were committed against ppl.

(After the use of AI)

- ① - The poem conveys the idea of "Chaos and disorder", also fall of rules and fear of what the future is hiding.
- ② - The poet used "Spiritus Mundi" referring to the universal human experiences and shared ideas, also "The Sphinx" referring to the second coming and this last one for the re-birth of Jesus Christ ~~also~~. It shows how the poet is afraid of what is coming.
- ③ - Melancholic and terrifying and nightmare-like. It makes the reader think twice when it comes to the future and disorder.
- ④ - The poem is unrhymed which reflects chaos and fall of order.
- ⑤ - Diction is complicated with hidden meanings and negative impression.
- ⑥ - "The Second Coming" → Jesus Christ (Christian belief)
 "The Sphinx" → Greek Myth (the beast)
 "Bethlehem" → place religion's place "Jerusalem" (re-born of Jesus Christ)
- ⑦ - The poet gives an impression about what happens after the disorder and chaos and the loss of innocence. During WW1 and Irish War of Independence (Before the use of AI)

Appendix B: interview questions

Good morning I am a graduate student conducting research for my dissertation on the role of AI tools in EFL literature education. Your expertise would greatly enrich my study your insights could shape how future educators integrate technology effectively. I kindly ask for 10-15 minutes of your time to answer these questions. Your contribution will directly support advancing pedagogical innovation!

Thank you in advance for your valuable input.

Interview one:

1. General perspective on AI in education

Integrating AI tools like ChatGPT into higher education presents a double-edged sword, especially in the EFL literature context. Ai acts as an instant linguistic and contextual bridge for students searching for complex answers. Additionally, literary analysis integrates a variety of interpretations, cultural ambiguity, and psychological depth which are areas where AI provides superficial interpretations. Therefore, AI should not face academic incrimination, instead we need to reposition it as a foundational assistant rather than a decisive critical voice.

2. Practical application in the classroom

Ai can be used to establish basic knowledge before thorough investigation. Therefore, when introducing complex analysis like psychoanalytic theory or the historical context of specific cross-cultural narratives, AI succeeds in generating introductory overviews. The main advantage is time saved on foundational exposition, allowing teachers to focus on active, practical analysis. The most prominent challenge, however, is the temptation for students to replace an AI-generated summary for deep reading and critical thinking interpretation of literary texts, which further leads to the decline in "cognitive patience" needed for long-form texts.

3. Impact on student engagement

Students are digital natives therefore they naturally lean toward AI tools; their basic response is often enthusiastic because it aligns with their existing digital fluency and provides instant gratification. Ai can make students more engaged if used as an interactive catalyst—for example, having students explicitly critique an AI'S interpretation of a specific text or film adaptation against their own reading. However, this engagement risks being superficial. The

pedagogical obstacle is ensuring that this initial, tech-driven interaction translates into genuine, sustained understanding rather than a false sense of mastery.

4. Critical perspectives

If students rely basically on AI, their analytical work risks losing the unique, culturally situated perspectives they bring as Algerian readers facing western canons. To balance this, we as teachers must update our assessment. Instead of assigning standard thematic essays that an AI can easily replicate, traditional teaching methods must be augmented with highly contextualized tasks. Which includes focusing on oral thesis defenses, collaborative in-class decoding, or assignments that demand students apply literary theory to hyper local realities that an AI cannot authentically synthesize.

5. Future outlook

The future of literature instruction will inevitably be hybrid. AI will become a standard utility for drafting, brainstorming, and synthesizing, much like search engines are today. The most practical advice for Algerian educators is to lean into this shift rather than attempting to heavily police it. We must teach "AI literacy" alongside literary analysis. By bringing AI outputs directly into the lecture

Hall and analyzing them critically; essentially treating the AI as a flawed, collaborative debate partner; we can train students to interrogate algorithms with the same rigor they apply to a printed page.

Interview two:

1. General Perspective on AI in Education

Q: What are your overall thoughts on the use of AI tools, like ChatGPT, in education? How do you see AI impacting the teaching and learning of literature?

AI tools in general can be fruitful and interesting in higher education because they help explain complex ideas, support research, and encourage discussion and creativity. However, they should work in alignment with traditional teaching methods rather than replace them.

2. Practical Application in the Classroom

Q: Have you incorporated AI tools into your curriculum? If so, how? What benefits or challenges have you noticed when using AI to teach literary concepts?

Yes. I have relied on AI tools to generate discussion questions and in-class activities, explain literary concepts, and help students brainstorm ideas for essays or analyze themes in literary texts. The prominent benefit is that AI provides quick explanations and concrete examples that help students understand difficult literary concepts. A challenge is that students may rely too much on AI instead of developing their own interpretations.

3. Impact on Student Engagement

Q: How do your students respond to AI-assisted literary analysis? Do you think AI tools help increase student engagement and understanding?

Most students respond positively because AI makes learning more interesting, interactive, and helps them explore different interpretations of literary texts. AI tools can increase students' engagement by providing instant feedback, explanations, and creative ways to explore themes and characters.

4. Critical Perspectives

Q: What concerns do you have about relying on AI for teaching literature? How do you balance AI assistance with traditional teaching methods to ensure critical thinking?

Some limitations include overreliance on AI tools which leads to undermining students' critical thinking, especially when completing their assignments. Also, there is a threat of possible inaccuracies and fallacies in relation to the source of information. I urge students to use AI only as a support tool (alternative solution) while still reading texts carefully, participating in discussions, and writing their own analyses.

5. Future Outlook

Q: How do you envision the future of AI in literature education? What advice would you give to fellow educators?

In the coming years, AI will likely become a reliable supportive learning assistant that helps teachers create materials and helps students better understand and interpret complex literary works. Instructors should use AI thoughtfully, set clear guidelines for students, and combine AI tools with traditional teaching methods to enhance critical thinking and creativity.

Appendix C: student's questionnaire

Do you enjoy literature?

- ☐ Yes
- ☐ No

What genres of literary forms do you find most engaging ?

- ☐ Novels
- ☐ Poems/ poetry
- ☐ Plays/drama

What traditional methods of teaching littérature have you experienced (eg: lectures, group discussions,close readings)?

Réponse courte

How effective do you find these methods in helping you understand literature?

1. Not effective
2. Moderately effective
3. Very effective
4. Extremely effective

Have you used any AI tools or educational software before? If so, which ones?

Réponse courte

How frequently do you use chatgpt in analysing poems ?

- ☐ Always
- ☐ Sometimes
- ☐ Never

When analysing poems do you find chatgpt helpful in understanding the poems thèmes and motifs ?

- ☐ Yes
- ☐ No

Do you feel chatgpt provides unique insights compared to your own analysis ?

- ☐ Yes
- ☐ No

What traditional methods of teaching littérature have you experienced (eg. lectures, group discussions,close readings)?

Réponse courte

How effective do you find these methods in helping you understand literature?

1. Not effective
2. Moderately effective
3. Very effective
4. Extremely effective

Have you used any AI tools or educational software before? If so, which ones?

Réponse courte

How frequently do you use chatgpt in analysing poems ?

- ☐ Always
- ☐ Sometimes
- ☐ Never

When analysing poems do you find chatgpt helpful in understanding the poems thèmes and motifs ?

- ☐ Yes
- ☐ No

Do you feel chatgpt provides unique insights compared to your own analysis ?

- ☐ Yes
- ☐ No

How do you think ChatGPT impact your understanding of literature, including the use of literary elements?

Réponse courte

Do you think chatgpt enhances your critical thinking ?

- ☐ Enhances
- ☐ diminishes
- ☐ No impact

الملخص

تهدف هذه الدراسة إلى استكشاف دور Chatgpt على دعم الطلبة في تطوير مهارات التفسير الأدبي وتحسين جودة تحليلاتهم الكتابية، كما تسعى إلى دراسة تأثير استخدامه في تدريس الأدب لدى طلبة اللغة الإنجليزية كلغة أجنبية (EFL) بجامعة عباس لغرور خنشلة، مع التركيز على تحليل قصيدة *The Second Coming* للشاعر W. B. Yeats. واعتمدت الدراسة منهجًا مختلطًا يجمع بين الاختبارات الصفية، والاستبيانات، والمقابلات مع الأساتذة، بهدف فهم كيفية تأثير أدوات الذكاء الاصطناعي في عملية التفسير الأدبي. وقد أظهرت النتائج أن "ChatGPT" يساهم في تعزيز الوضوح الأكاديمي لدى الطلبة، وتحسين التنظيم الهيكلي للتحليلات، وتوسيع فهمهم للأبعاد التاريخية والسياقية للنصوص الأدبية، إلا أن النتائج أشارت أيضًا إلى أن الاعتماد المفرط عليه قد يؤثر سلبًا في أصالة التحليل والاستقلالية الفكرية لدى الطلبة. وبناءً على ذلك، توصي الدراسة بضرورة دمج أدوات الذكاء الاصطناعي بشكل متوازن داخل العملية التعليمية، بما يضمن الاستفادة من إمكاناتها في دعم التعلم مع الحفاظ في الوقت نفسه على مهارات التفكير النقدي والتحليل الأدبي المستقل لدى الطلاب.

الكلمات المفتاحية: الذكاء الاصطناعي، ChatGPT، تدريس الأدب، تحليل الشعر، طلبة اللغة الإنجليزية، التفكير النقدي.

Résumé

Cette étude vise à explorer le rôle de ChatGPT à soutenir les étudiants dans le développement de leurs compétences en interprétation littéraire et à améliorer la qualité de leurs analyses écrites. Elle cherche également à étudier l'impact de son utilisation dans l'enseignement de la littérature chez les étudiants d'anglais langue étrangère (EFL) à l'Université Abbas Laghrour de Khenchela, en se concentrant sur l'analyse du poème *The Second Coming* du poète W. B. Yeats. L'étude a adopté une approche méthodologique mixte combinant des tests en classe, des questionnaires et des entretiens avec des enseignants, afin de comprendre comment les outils d'intelligence artificielle influencent le processus d'interprétation littéraire. Les résultats ont montré que "ChatGPT" contribue à renforcer la clarté académique chez les étudiants, à améliorer l'organisation structurelle des analyses et à élargir leur compréhension des dimensions historiques et contextuelles des textes littéraires. Cependant, les résultats ont également indiqué qu'une dépendance excessive à cet outil pourrait affecter négativement l'originalité de l'analyse et l'indépendance intellectuelle des étudiants. Sur cette base, l'étude recommande la nécessité d'intégrer les outils d'intelligence artificielle de manière équilibrée au sein du processus éducatif, afin de garantir l'exploitation de leur potentiel pour soutenir l'apprentissage tout en préservant les compétences de pensée critique et d'analyse littéraire indépendante chez les étudiants.

Mots-clés : Intelligence artificielle, ChatGPT, Enseignement de la littérature, Analyse de la poésie, Étudiants d'anglais, Pensée critique.