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AI-POWERED TEACHING OF LITERATURE IN FOREIGN LANGUAGE CLASSROOMS: PRACTICAL PROMPTS FOR THE DIDACTICIZATION OF LITERARY WORKS

The integration of literary texts into foreign language teaching offers significant pedagogical benefits but also poses considerable challenges, particularly in adapting complex content to learners' language proficiency levels. The emergence of LLMs presents innovative possibilities for addressing these challenges through AI-driven text processing and instructional support. This paper explores the potential of AI tools in the didacticization of literary works by conducting a systematic literature review of AI-based approaches to working with literary texts. The study examines various types of prompts and their anticipated educational outcomes, synthesizing findings to identify best practices in applying AI tools within educational contexts. Additionally, methods suggested in the literature without specific prompts were reformulated into actionable, research-based prompts for practical use. The findings highlight how AI technologies can enhance educational experiences through functionalities such as text summarization, simplification, interactive scenario creation, content visualization, and literary analysis, thereby enabling differentiated learning tailored to diverse student needs. Despite these benefits, the study underscores critical challenges, including the risks of over-reliance on AI-generated content, potential inaccuracies and cultural insensitivity. Ethical considerations, such as the protection of intellectual property and the need to maintain academic integrity, are also discussed. The paper concludes by advocating for further research on the practical application of prompts in classroom settings, emphasizing the importance of studies to assess their impact on student engagement, motivation, and critical thinking.

Keywords: Artificial Intelligence in Education. Large Language Model. Prompts. Foreign Language Teaching. Literary Didactics. Learning Tools

1. Introduction to the Problem

There are numerous reasons for integrating literary works into foreign language teaching. Literary texts belong to the category of authentic materials that can motivate students to be more active in the learning process (BAŞAR 2023). Reading literary works not only improves reading skills but also fosters sociocultural competence (LEBED & KYLYVNYK 2024). Furthermore, literature promotes the development of critical thinking skills and provides insights into historical contexts, as demonstrated by a study focus-

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ing on graphic novels (SUN 2023).

However, foreign language teachers often face various challenges when attempting to integrate literature into language teaching. The primary issue lies in the language proficiency levels of primary and secondary school students (BAŞAR 2023; SYLVESTER & AZIZ 2022). For instance, primary school students in Serbia are expected to reach an A2 level in German by the end of their schooling, while secondary school students ideally achieve a B1 level. According to the Common European Framework of Reference for Languages (CEFR), students are generally not expected to comprehend literary texts before reaching a B2 level (Council of EUROPE 2020), with the capacity for critical analysis emerging only at a C1 level. Additional challenges include difficulties in interpreting texts and a lack of teacher experience with processing literary works, which can lead to ineffective application of literary texts in teaching (SYLVESTER & AZIZ 2022). Many teachers report uncertainty regarding effective methods for engaging students, assessing their comprehension, and balancing literary content with the curriculum (HEZAM & ALKHATEEB 2024; SUN 2023). Moreover, empirical research highlights a clear need for teacher training in the didacticization of literary texts, along with a deeper understanding of critical pedagogy and techniques for processing literary works, such as theatrical techniques (SUN 2023). Another challenge is the cultural context embedded in the language of the text, which cannot be separated from the language itself, making literary works more difficult to understand (BAŞAR 2023; GHAFAR 2023). Additionally, the necessity for individualized instruction to meet the needs of each student can complicate the teaching process (ASTHANA & HAZELA 2020). A lack of appropriate materials may also result in decreased motivation among certain students to engage with literary texts (NAZARA 2019).

The emergence of large language models (LLMs) has introduced new possibilities for processing literary texts in foreign language teaching. This paper discusses the ways in which LLM-based tools can be utilized for the didacticization of literary texts, focusing on the extent to which these tools can address the aforementioned shortcomings of traditional methods.

2. AI Tools for the Didacticization of Literature

LLMs are a subset of generative artificial intelligence (AI) trained on vast amounts of textual data to understand and produce human language (GROSSMANN et al. 2023: 1). By leveraging advanced machine learning algorithms, especially deep learning techniques, they process text and identify patterns inherent to human language (GROSSMANN et al. 2023: 1). The larger the dataset, the better LLMs can grasp context, grammar, semantics, and relationships between words and sentences. They can be applied in various tasks, including translating and summarizing texts, answering questions, and generating new written content. Moreover, LLMs can analyze complex literary elements, such as themes and character development, as demonstrated in studies of Nobel Prize-winning literature (YANG et al., 2024).² Notable apps powered by LLMs are *ChatGPT*, *Gemini*, *Le Chat* (Mistral AI) *DeepSeek Chat* and *Copilot*.

² For instance, LLMs were tasked with identifying themes of existential anxiety and alienation in Jon Fosse's "Friendship" and successfully detected subtle emotional shifts in the protagonist's internal monologue, aligning with human literary analysis (YANG et al., 2024: 6-9).

The use of AI in processing literary works presents both challenges and ethical dilemmas. Although LLMs can identify patterns within literary texts, they lack the ability to comprehend the subjective and human aspects of literature (YANG et al., 2024: 7). These tools cannot fully grasp the emotional and cultural significance of literary works (RAJ et al. 2023: 12-13), raising concerns that reliance on AI could diminish human capacity for literary analysis (STRASHKO et al. 2024). Excessive use of LLMs may also hinder the development of problem-solving and critical thinking skills (WU 2024: 532). In addition to limitations related to analytical capabilities, ethical concerns surrounding intellectual property must be considered. The fate of copyrighted texts once uploaded into an AI powered app remains unclear (STRASHKO et al. 2024; RAJ et al. 2023). One empirical study reported that literature teachers expressed concerns regarding the lack of creativity, over-reliance on AI tools, and plagiarism risks (HEZAM & ALKHATEEB 2024: 2061).

On the other hand, empirical research shows that both teachers and students can greatly benefit from AI-based tools (WU 2024: 531-532; HEZAM & ALKHATEEB 2024: 2061). Teachers can save time preparing lessons, evaluate student work more efficiently, and engage in more creative approaches (WU 2024: 532; BAIDOO-ANU & OWUSU ANSAH 2023: 5-6, 11). Students, in turn, can improve their writing skills, check grammar more effectively, and enhance their paraphrasing abilities (KURNIATI & FITHRIANI 2022: 447-448). Studies on integrating AI into literature teaching reveal that AI provides innovative methods for text analysis and character interpretation (K 2024: 90). AI offers the advantage of translating texts into any language and simplifying complex aspects of literary works, thus facilitating better comprehension for foreign language learners with low-literacy skills (ZHANG & LAPATA 2017: 584). With LLMs, students can explore the historical and cultural contexts in which works were written and uncover patterns, motifs, tones, and syntax characteristic of an author's style (RAJ et al. 2023: 12-13). These tools also enable personalized learning, allowing students to engage with literary texts more interactively and at a deeper level (HEZAM & ALKHATEEB 2024: 2056; LI et al. 2024: 128). Research findings indicate that virtual interactions with characters from literary works significantly enhance students' understanding of character motivations and actions while boosting their overall engagement and motivation (LI et al. 2024: 128). Another study suggests that LLMs have the potential to foster critical thinking through interactive engagement with AI tools (CHEN et al. 2024: 11-12; LIU & WANG 2024: 12-13). HEZAM & ALKHATEEB (2024: 2061) discovered that literature teachers believed AI had the potential to positively influence student motivation and learning outcomes by improving their understanding of the material.

RAJ et al. (2023: 13) conclude that the advantages offered by AI in literature teaching should be utilized, but human creativity must remain a priority. Taking into account both the advantages and limitations of AI, WU (2024: 534) emphasizes the importance of maintaining a balance between using LLMs and human involvement, ensuring that ethical issues and limitations are not overlooked during their implementation.

3. Methodology

The preceding section underscored that a significant body of research has explored the integration of AI in educational settings, with particular attention given to its application in teaching and analyzing literary texts. Existing research primarily falls into two categories: review papers and practice reports that describe how AI has been employed in teaching (e. g. HIEU & THAO 2024), and empirical studies examining teachers' and students' attitudes toward the role of AI in education (e. g. HOCKLY 2023). While these studies generally emphasize the positive potential of AI, they do not provide comprehensive guidelines for its implementation in teaching that fulfill two key objectives: enabling researchers to examine its effects across various educational contexts and equipping educators with practical frameworks to maximize its benefits.

To address this gap, this study adopts a systematic literature review methodology based on the guidelines proposed by OKOLI (2015). The aim is to systematically analyze the existing body of literature, extract methods for integrating AI into teaching literary texts in the (foreign) language classroom, and present these methods as practical guidelines accompanied by illustrative examples. According to FINK (2019), systematic literature reviews serve one of three primary purposes: summarization, critique, or integration. In this paper, the theoretical review serves as both a summary and critique of existing research, while the analytical component focuses on integrating findings into actionable frameworks for both academic research and practical teaching applications. The results aim to contribute to the field by providing a structured approach to the integration of AI in teaching literary texts, particularly in foreign language education. By synthesizing existing research and identifying best practices, this study seeks to bridge the gap between theoretical insights and practical implementation. Ultimately, this work aspires to enhance the pedagogical use of AI, fostering more effective and innovative teaching practices that align with the evolving needs of both educators and learners in the digital age.

This review focuses exclusively on studies published since 2020, a period marked by accelerated growth in research on AI applications in education, driven in large part by the COVID-19 pandemic. The rapid shift to remote and hybrid learning during this time necessitated the adoption of advanced technological solutions, including AI-driven tools, which in turn spurred a significant increase in scholarly investigations into their efficacy, implementation, and ethical implications. To narrow the scope further, the review concentrates on the use of LLMs for the didacticization of literary texts, an area where practical implications remain largely unexplored.

The search process was conducted using the following keywords: AI, LLM, foreign language teaching, literature teaching, literary texts, and didacticization. Boolean operators were applied to combine keywords effectively. Only open-access databases were utilized to ensure accessibility, including *Google Scholar*, *the Directory of Open Access Journals*, *ResearchGate* and *SciSpace*. By prioritizing open-access resources, we aimed to enhance the replicability of our findings and support knowledge sharing within educational communities that may not have access to paywalled content.

The selection process followed the PRISMA methodology (PAGE et al. 2021):

1. *Keyword Screening*: Articles were filtered based on the presence of the keywords "AI" and "LLM." Those without these terms were excluded. A total of

65 articles were identified.

2. *Duplicate Removal*: Titles were reviewed to eliminate duplicate entries. A total of 16 duplicates were removed.
3. *Abstract Review*: Abstracts were analyzed to exclude studies that did not focus on the application of AI or LLMs in literary texts or foreign language teaching. Additional 5 articles excluded.
4. *Quality Control*: Unpublished articles were removed, retaining only peer-reviewed papers to ensure quality.

The final set of 44 articles included 15 that directly or partially addressed the didacticization of literature. Due to the limited number of relevant studies, articles related to AI-based didacticization in foreign language teaching and AI analysis of literary works were also considered, as they provided useful insights for developing prompts. These prompts play a crucial role in guiding AI models to generate meaningful and relevant content for educational purposes. As a result, these prompts can become valuable tools for teachers to support student learning and improve overall teaching effectiveness.

Table 1: List of analyzed papers

Authors	Year	Title	Research Focus
AN	2023	<i>A Brief Analysis of the Application of English Language in British and American Literature Based on AI</i>	AI's role in understanding cultural nuances in literature
CANTOS	2023	<i>Artificial Intelligence in Language Teaching and Learning</i>	AI-based models for foreign language acquisition
CAO & ZHAO	2023	<i>Analyzing Death-related Content in John Keats's Works: AI as an Approach</i>	AI-driven thematic analysis in poetry
CHEMEZOVA	2024	<i>Modern Technologies and Hermeneutical Analysis of Poetic Text</i>	AI technologies in hermeneutical text analysis
CHEN ET AL.	2023	<i>AI Application in Foreign Language Literature: ChatGPT's Impact and Skill Enhancement</i>	AI for enhancing foreign literature analysis and critical thinking
FENG	2023	<i>Cognitive Function of AI Literature</i>	AI for analyzing literary texts
GOPAL	2024	<i>Uniting AI and Indian Literary Pedagogy: Transforming the Study of Classical and Contemporary Indian Literature</i>	AI's impact on literary pedagogy in Indian literature
HEZAM & ALKHATEEB	2024	<i>Short Stories and AI Tools: An Exploratory Study</i>	AI tools for improving comprehension and analysis of literary texts
HIEU & THAO	2024	<i>Exploring the impact of AI in language education: Vietnamese EFL teachers' views on using ChatGPT for fairy tale retelling tasks.</i>	AI-driven ChatGPT tools in language education
HOCKLY	2023	<i>Artificial Intelligence in English Language Teaching: The Good, the Bad, and the Ugly</i>	AI-driven Chatbots in language education
HUTSON & SCHNELLMANN		<i>The Poetry of Prompts: The Collaborative Role of Generative Artificial Intelligence in the Creation of Poetry and the Anxiety of Machine Influence.</i>	AI-driven strategies for creative writing and poetry creation
JADHAV	2024	<i>Bridging the Gap: Exploring the Revolutionary Application of GenAI in Language Teaching and Learning</i>	AI-driven strategies for enhancing foreign language learning
JONES	2024	<i>Experiential Literature? Comparing the Work of AI and Human Authors</i>	AI vs human creativity in literary writing
K	2024	<i>The Role of Artificial Intelligence in Analyzing Narrative Structures in English Novels.</i>	AI-driven analysis of narrative structures
KARABAN & KARABAN	2024	<i>AI-Translated Poetry: Ivan Franko's Poems in GPT-3.5-driven Machine and Human Translations</i>	AI's role in literary translation and cultural meaning

KASIMI ET AL.	2024	An Investigation into AI in the English as a Foreign Language (EFL) Context	AI trends in EFL teaching and literary analysis
KHAN	2023	Examining the Transformative Role of AI in Language Skill Enhancement	AI for improving English skills and critical thinking
KOLEGOVA & LEVINA	2024	Using artificial intelligence as a digital tool in foreign language teaching	AI-driven strategies for foreign language learning
LEBEDEVA	2024	AI Reaction to World Englishes: A Study of Fiction	ChatGPT's ability to recognize cultural identity in translingual literary texts
LI	2024	Intelligent English Teaching Based on the Pedagogy of Performing Another Culture and ChatGPT Technology	AI for cultural-based learning through ChatGPT in English classes
LI & ZHANG	2020	AI Poem Case Analysis: Take Ancient Chinese Poems As an Example	AI-driven poem analysis
LI ET AL.	2024	Application of E-learning and AI Interactive Entertainment in Character Analysis of Literary Works	AI for character analysis and personalized learning support
LIU & WANG	2024	The Effects of Using AI Tools on Critical Thinking in English Literature Classes Among EFL Learners: An Intervention Study	AI application in literature classes to enhance critical thinking
LUO	2024	Innovative Research on AI-Assisted Teaching Models for College English Speaking Courses	AI for enhancing speaking and listening skills in English classes
MAROCCO & GIGLIUCCI	2020	An Investigation About Entailment and Narrative by AI Techniques	AI for narrative generation and storytelling structure
MOHIDEEN	2024	Exploring the Opportunities of Implementing AI Technology for Teaching Arabic to Non-Native Speakers	AI for foreign language learning and cultural understanding
MOULIESWARAN & PRASANTHA KUMAR	2023	Amelioration of Google Assistant – A Review of AI-Stimulated Second Language Learning	AI tools in second language learning
NURJANAH	2024	AI Usage in Today's Teaching and Learning Process: A Review	Review of AI applications in modern teaching strategies
OH	2024	Exploring the Presentability of Artificial Intelligence (AI) in Literature Creation during the Early 2020s - Focusing on the novel "The World From Now" and the poetry collection "Reasons for Writing Poems"	AI's creative potential in writing novels and poetry
OS'KIN	2023	Application of artificial intelligence technologies in historical education. Historical informatics	AI for historical education and literary text analysis
P E S A N T E Z - AVILÉS & TORRES-TOUKOUMIDIS	2024	Poemar-IA: Experimenting with AI and Poetry	AI for enhancing literary interpretation
RAJ ET. AL	2023	Integrating Artificial Intelligence in English Literature: Exploring Applications, Implications, and Ethical Considerations	AI in literary analysis, interpretation, and exploring historical contexts
SCSC & SAHU	2024	Navigating Narrative Frontiers: Influence of Generative AI on Creative Literature	AI for creative writing and narrative development
STRASHKO ET AL.	2023	Linguistic Analysis of Texts in Philological Research: The Use of Salesforce Einstein AI	AI-driven linguistic and emotional analysis in philological research
SWATHI &	2024	Bots and Books: How Artificial Intelligence is Shaping Contemporary Literature	AI-driven analysis of contemporary literary works
TUHINA & VASHIST	2024	Mysterious Interrelation: NLP and Literary Imagination	AI-driven analysis of literary works
UMA & SHANMUGAM	2023	From Text to Tech: Socio-Cultural Narratives Explored in Literature Using Digital Humanities and AI	AI-driven chatbots for analyzing socio-cultural narratives
WEI	2023	Artificial Intelligence in Language Instruction: Impact on English Learning Achievement, L2 Motivation, and Self-Regulation	AI for improving motivation and self-regulated learning in English
YADAV	2024	The Role of Artificial Intelligence in Literary Analysis: A Computational Approach to Understand Literary	AI-driven literary analysis through computational methods
YANG ET AL.	2024	Reimagining Literary Analysis: Utilizing AI to Classify Modernist French Poetry	AI for classifying poetic structures

YU	2024	<i>A Textual Examination for the Sake of AI Pronunciation through Sound Processing Technology</i>	<i>AI for understanding pronunciation in literary texts</i>
YUNINA	2023	<i>Artificial intelligence tools in foreign language teaching in higher education institutions</i>	<i>AI tools in higher education foreign language teaching</i>
ZHENG & LI	2024	<i>Analysis of Artificial Intelligence-Assisted Japanese Literature Teaching Reform and the Cultivation of Intercultural Communication Skills</i>	<i>AI-driven literary analysis and intercultural communication</i>

The selected literature will be systematically reviewed and summarized according to three key criteria: methods of using AI for working with literary texts, types of prompts, and anticipated effects. This synthesis will proceed in four steps. First, methods of AI use that demonstrate positive effects in scholarly articles will be identified, while those indicating disadvantages or issues will be excluded. Second, useful prompts and LLM-based tools mentioned in the literature will be extracted. Third, methods of AI use that are only suggested in the literature, without specific prompts, will be translated into actionable prompts to ensure both academic relevance and practical applicability. Finally, any gaps in the synthesis will be identified to highlight opportunities for future research and development.

4. Results

This section outlines prompts organized according to the functions. For each function of AI usage, examples and descriptions will highlight the expected benefits for students. A discussion of potential risks associated with these methods will be provided in the Conclusion.

4.1. Text Summarization

Prompts can be used for distilling complex literary works into concise summaries. They encourage summarizing essential plot elements, character arcs, and key turning points. Summarizations can be tailored by length, language, or focus on specific aspects of the text (e.g., central vs. secondary plotlines). These exercises are useful for comprehension checks, quick overviews, or introducing key ideas to students.

Table 2: Example prompts

*Summarize Kafka's *The Metamorphosis* in German. Include the central and secondary plots, turning points, and the ending. Limit the length to 500 characters.*

1.2. Simplifying the Text

Prompts in this category aim to make a text more accessible by adjusting its complexity according to the language level or age group of the students. This might include simplifying vocabulary, sentence structure, and grammatical complexity, enabling learners of varying proficiency levels to better understand the text. The simplification can be applied to full works or specific excerpts, with special attention to matching linguistic elements to learners' abilities.

Table 3: Example prompts

*Simplify the first page of Kafka's "*The Metamorphosis*" in German (A2 language level). The vocabulary and grammar should match that level.*

*Simplify the first page of Kafka's "*The Metamorphosis*" so that it can be understood by a first-grade student.*

1.3. Creating a Glossary

This category involves developing a glossary of unfamiliar words or phrases found in a literary text. Glossaries can be bilingual (e.g., English and Serbian) or monolingual (e.g., definitions in the target language). These tools support vocabulary acquisition and comprehension, especially for texts with challenging terminology or cultural references. Prompts can specify language proficiency levels to tailor the glossary's complexity.

Table 4: Example prompts

<i>Create a bilingual glossary in tabular form for words at the B1 level from the first page of Kafka's "The Metamorphosis" in Serbian and German.</i>
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1.4. Comparing Works and Authors

Prompts can be used to discover autobiographical elements in a work. Students can engage in critical analysis by comparing literary works or authors. The focus may be on themes, styles, character development, or autobiographical influences. Students may also analyze different works by the same author or compare works from different cultural or historical contexts. This category encourages students to draw parallels and contrasts between works, exploring deeper meanings and authorial intentions.

Table 5: Example prompts

<i>Please compare the work "The Metamorphosis" with its author.</i>
<i>Please compare Kafka's "The Metamorphosis" with Backman's "A Man Called Ove," paying particular attention to comparing the authors.</i>
<i>Compare the role of family in "The Metamorphosis" with another work from the same era. What similarities and differences do you notice?</i>

1.5. Analysing the Context of the Work

With LLMs, it is also possible to uncover the circumstances under which a literary work was created (historical, cultural, economic, political, ideological, and similar aspects) in order to examine the impact of context on the work. The results can serve as a basis for critical discussion and finding parallels with the modern world.

Table 6: Example prompts

<i>In what context was "The Metamorphosis" created, and what role do historical and educational aspects play in the work? Create three questions that will encourage students to critically reflect on the significance of the work in today's world.</i>

1.6. Analysing Literary Elements

Students can dive into the technical aspects of a literary work, such as its structure, themes, motifs, and the use of literary devices (e.g., metaphors, symbolism, alliteration). The presented prompt provides a deeper understanding of how language shapes the reader's experience, creating specific moods or emotions. Through examples from the text, students can analyze how these elements contribute to the overall meaning, atmosphere, and emotional impact of the work.

Table 7: Example prompts

<i>Identify and analyze the stylistic devices (e.g., metaphors, similes, alliteration) used in “The Metamorphosis”. How do these devices contribute to the creation of a specific atmosphere in the story? Provide examples from the text in tabular form.</i>
<i>Examine the linguistic devices (e.g., syntax, diction, tone, word choice) used in “The Metamorphosis”. How do these elements shape the atmosphere of the narrative? Cite relevant passages to support your analysis.</i>
<i>Analyze the structure of “The Metamorphosis”, including the division into chapters, the parallel plots, narrative style, and key turning points. How does this structure contribute to the development of the story and its themes?”</i>
<i>Examine the main themes in “The Metamorphosis.” How do the themes impact the narrative? Provide examples.</i>
<i>What techniques does the author use to evoke specific emotions in readers? How do these techniques affect the narrative?</i>
<i>Analyze the recurring motifs and symbols that recur in Kafka’s “The Metamorphosis” and interpret their role in understanding the characters and themes.</i>
<i>Identify and interpret the key symbols in “The Metamorphosis”(e.g., colors, objects, places). How do these symbols help convey the themes and contribute to the overall meaning of the story?</i>

1.7. Analysing the Work Using Literary Theories

The students can apply various literary theories (such as feminism, Marxism, postcolonialism, or structuralism) to analyze a work. This approach allows students to explore power dynamics, social structures, and cultural themes within the text. It encourages them to question underlying assumptions, reflect on moral dilemmas, and explore the implications of the text through different theoretical lenses, sparking critical thinking and discussion.

Table 8: Example prompts

<i>Analyze Kafka’s “The Metamorphosis” from a feminist perspective. Prepare questions for the students that will encourage them to think critically about women’s roles today and in the past.</i>
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1.8. Changing Style, Genre, Tone

This category focuses on experimenting with the style, genre, and tone of a text to see how shifts in these elements can change the narrative. Students might be tasked with rewriting passages in a different genre (e.g., transforming a novel excerpt into a script) or adjusting the tone (e.g., making a serious passage humorous). This encourages creativity and enhances understanding of how the author’s choices impact the text’s reception and interpretation.

Table 9: Example prompts

<i>Adapt the scene from Kafka’s “The Metamorphosis” where the family attempts to communicate with Gregor Samsa through the door. Write it as a dramatic script, with the characters’ dialogue in normal speech. Gregor’s responses should be unintelligible and expressed through insect-like sounds, adding to the tension and confusion of the scene</i>
<i>Rewrite the first page of “The Metamorphosis” in two distinct tones: first, with a humorous twist, and then with a melancholic tone. Focus on how the mood shifts and how each version alters the reader’s perception of Gregor’s situation and the unfolding events.</i>

1.9. Character Analysis

Prompts in this category help students explore the motivations, development, and relationships of characters within a literary work. By examining key moments of character growth or conflict, students gain insight into the psychological and emotional depth of the characters. This analysis can also focus on how characters relate to one another and to broader themes in the work. Tasks may include debates, discussions, or deep

dives into characters' inner conflicts and how these shape the narrative.

Table 10: Example prompts

<i>Analyze the differing perspectives of Grete and her father in "The Metamorphosis." What does this reveal about the broader themes of the story?</i>
<i>Examine the mother's psychological state in "The Metamorphosis". Design a debate for students where one side argues that the mother's behavior shows empathy, while the other side argues that it reveals denial or emotional fragility. Encourage students to use textual evidence to support their positions.</i>
<i>What internal conflicts does Grete experience throughout "The Metamorphosis", especially regarding her changing feelings towards Gregor? Design a task where students write a journal entry from Grete's perspective at different points in the story, reflecting her evolving emotions and decisions.</i>
<i>What is the father's relationship with the other protagonists in "The Metamorphosis"?</i>

1.10. Interviewing Characters and Authors

These interactive prompts allow students to engage with characters or authors through role-play or simulated interviews. By posing questions to characters (real or imagined) or to the author, students gain a deeper understanding of character motivations, the author's intentions, and the themes of the work. This approach brings the text to life, fostering empathy and providing a unique way to explore complex ideas and character decisions.

Table 11: Example prompts

<i>Imagine you are Franz Kafka, and I'm conducting an interview with you about "The Metamorphosis". I will ask you questions about your motivations, themes, and writing process. After each answer, wait for my next question, and feel free to elaborate on your responses to give insight into your creative intentions and the deeper meaning behind your work.</i>
<i>Imagine you are Gregor Samsa, and I'm interviewing you about your transformation into a bug and the feelings of guilt and rejection that followed. I want to understand why you felt so responsible for your family's well-being and why you allowed yourself to be rejected by them. After each question, take a moment to reflect on your feelings and wait for my next inquiry.</i>

1.11. Creating an Interactive Scenario

Students can actively shape the course of a story by introducing new characters, changing settings, or altering events. Such scenarios encourage students to think about how changes in the narrative would affect the characters and plot, exploring alternative outcomes. It enhances creative thinking, empathy, and an understanding of how narrative choices influence character development and story structure.

Table 12: Example prompts

<i>Imagine that you, Gregor Samsa, are able to speak despite your insect form, and I am your sister, Greta. I've just finished playing the violin when I notice you in the room. I'm shocked, but I decide to speak with you. I'll begin the conversation, and you will respond as Gregor, sharing your thoughts and feelings honestly. Wait for me to react before continuing.</i>
<i>Imagine a magical encounter between Harry Potter and Gregor Samsa from "The Metamorphosis". Harry, curious about the strange figure in the room, approaches Gregor cautiously. Gregor, you can communicate in your own way, whether through words or gestures. How might this meeting unfold? Consider how Harry's magical perspective and Gregor's tragic transformation might influence their interaction. Let's take turns exploring the conversation.</i>

1.12. Visualizing the Work

With *Copilot* and *Mistral AI*, images can be generated images for free. Prompts may involve creating images, illustrations, or scenes based on key moments from the

work. Visualization exercises can enhance students' comprehension and engagement by linking text to imagery. These visuals can be used for discussions, presentations, or creative projects that explore the narrative's deeper meanings through imagery.

Table 13: Example prompts

<i>Please generate an image based on the given text.</i>
<i>Please generate four images of the key scenes in Kafka's "The Metamorphosis."</i>

1.13. Creating Exercises for Learning a Foreign Language

All of the prompts presented so far can be supplemented with prompts related to practicing a foreign language based on the original or generated texts. These exercises can be tailored to practice specific linguistic areas such as vocabulary, grammar, reading comprehension, or writing. Tasks might include fill-in-the-blank exercises, comprehension questions, vocabulary matching, or creating quizzes. This category serves as a bridge between literature and language learning, providing students with tools to improve their foreign language skills while deepening their understanding of the literary text.

Table 14: Example prompts

<i>Convert the text into a fill-in-the-blank exercise. The task should have 10 blanks, with nouns and verbs missing. The missing words should be listed in the instructions. The exercise text should be in German.</i>
<i>Imagine you are a foreign language teacher and want to design a task to help your students practice reading comprehension. The students are at the A2 level.</i>
<i>Remove all punctuation marks from the text. The task for students is to add the punctuation marks.</i>
<i>Extract verbs that require prepositions. Create a matching exercise to pair verbs with their corresponding prepositions.</i>
<i>Ask questions about the text to check comprehension. Provide five questions with four answer choices, one of which is correct.</i>
<i>Divide the text into five sections and create a task where students need to arrange the text in the correct order.</i>
<i>Create a quiz about the author and the work "The Metamorphosis." The students have read only the first excerpt and know some basic information about the author.</i>

5. Conclusion

This study highlights the potential of LLMs in the teaching of literary works. In addressing the challenges associated with integrating literature into foreign language learning—such as lack of motivation and language proficiency, the complexity of literary texts, and insufficient teacher training—the presented list of prompts serves as a valuable starting point for educators with limited experience in prompting to effectively adapt literary works for language classes. Through features such as text simplification, interactive scenario creation, content visualization, and literary analysis, and by employing prompts for language exercises, educators can seamlessly integrate the study of literary works with language learning objectives and curriculum content, thereby developing a range of linguistic competencies.

LLMs can guide students through scaffolded learning experiences, from basic comprehension to more advanced critical analysis, thus helping students progress at their own pace. For instance, LLMs can first provide simplified summaries or vocabulary support to aid basic understanding. As students' proficiency increases, prompts can progressively introduce more sophisticated analytical tasks, such as identifying and interpreting literary devices, examining diverse narrative perspectives, or conducting comparative analyses of multiple texts. These activities foster critical thinking and enhance students' interpretative skills by encouraging them to engage more deeply with the text, draw nu-

anced conclusions, and articulate their insights with greater complexity while simultaneously helping them reflect on contemporary issues and establish connections between literature and real-world experiences. For example, by analyzing Gregor Samsa's transformation and its symbolic significance in *The Metamorphosis*, LLMs can help learners explore how Kafka critiques societal expectations and the dehumanization of individuals. Additionally, LLMs can guide discussions on how the protagonist's relationship with his family reflects broader issues of identity and isolation, while encouraging students to relate these themes to contemporary experiences of social exclusion and mental health challenges. This multifaceted approach not only enhances students' comprehension of literary texts but also supports their overall language acquisition, cultural awareness and critical thinking.

The practical application of the proposed prompts for LLMs in the classroom remains underexplored. There is a pressing need for further research and real-world experimentation to gain a deeper understanding of how LLMs influence learning outcomes. Teachers should be encouraged to test different types of prompts in the context of literature, assess their effectiveness, and refine them based on students' responses. Despite their potential benefits, teachers must remain vigilant in assessing and adjusting the AI-generated output to ensure it aligns with pedagogical goals. Over-reliance on summaries, simplifications, or glossaries can potentially lead to students missing out on deeper engagement with the text and may hinder their ability to handle more complex material. Comparing works or analysing literary theories without proper guidance might result in superficial interpretations or restrict creative analysis. Additionally, focusing too much on altering a text's style, genre, or tone can distract from the original meaning, and character or context analysis might lead to oversimplification or anachronistic readings. Role-playing or interactive scenarios might cause students to lose sight of the text's core themes, while visualizing the work might prioritize images over textual understanding. Lastly, language exercises, if not carefully balanced, might become too mechanical, leaving little room for students to appreciate the broader cultural and literary significance of the work. It is essential to ensure that the integration of technology in teaching bridges educational gaps rather than exacerbates them.

In conclusion, while LLMs demonstrate considerable potential, further research is crucial to assess their long-term impact on students' motivation, critical thinking, cultural understanding, and overall engagement with literature. Future studies should also examine the ethical implications of incorporating AI in education. It is crucial to strike a balance between traditional teaching methods and innovative tools, ensuring that core educational values—such as empathy, critical analysis, and human connection—remain central to the learning experience.

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ОБРАДА КЊИЖЕВНИХ ДЕЛА У НАСТАВИ СТРАНИХ ЈЕЗИКА ПОМОЋУ
ВЕШТАЧКЕ ИНТЕЛИГЕНЦИЈЕ: ПРАКТИЧНИ ПРОМПТОВИ ЗА
ДИДАКТИЗАЦИЈУ КЊИЖЕВНИХ ДЕЛА

Резиме

Интеграција књижевних текстова у наставу страних језика доноси значајне користи, али и велике изазове, посебно у контексту прилагођавања сложеног садржаја језичким способностима ученика. Појава великих језичких модела пружа иновативне могућности за превазилажење ових изазова. Овај рад истражује потенцијал алата подржаних вештачком интелигенцијом за дидактизацију књижевних дела, кроз систематски преглед литературе о приступима заснованим на вештачкој интелигенцији у раду са књижевним текстовима. Студија анализира различите предложене методе и промптове, као и очекиване дидактичке исходе, с циљем да идентификује промптове који се могу применити на обраду књижевних дела на страном језику. Резултати указују на то да вештачка интелигенција може унапредити образовне процесе путем функционалности као што су сажимање и упрошћавање текста, креирање интерактивних сценарија, визуализација садржаја, књижевна анализа и диференцирано учење прилагођено различитим потребама ученика. Ипак, студија такође истиче и недостатке, као што су ризик од прекомерне зависности од садржаја генерисаног вештачком интелигенцијом, потенцијалне грешке у генерисаним текстовима и проблем с разумевањем културолошких одлика. Етичка питања, као што су заштита интелектуалне својине и потреба за очувањем академске интегритета, такође, су разматрана. Рад закључује позивом на даља истраживања примене алата на бази вештачке интелигенције у настави књижевности, наглашавајући важност студија који би оценили њихов утицај на ангажман ученика, мотивацију и развој критичког размишљања.

Кључне речи: Вештачка интелигенција у образовању. Велики језички модел. Промпт. Настава страних језика. Дидактика књижевности. Алати за наставу