UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

School of English Language Teaching

English Teaching

The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP)

Sustentant:
ANGIE RODRIGUEZ QUIROS

Tutor:

YANORY ARGUEDAS CARBALLO

IIQ 2024

Content

Tutor's Letter

CARTA DEL TUTOR

San José, 19 de noviembre , 2024

Universidad Hispanoamericana
Licenciatura en la Enseñanza del Inglés

Estimados señores:

La estudiante Angie Rodríguez Quirós, cedula de identidad número 112240246, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado ***The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP)***, el cual ha elaborado para optar por el grado académico Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones y recomendaciones.

De los resultados obtenidos por el postulante se obtienen la siguiente calificación:

	Descripción	*%*	*% Obt*
a	Originalidad del tema	10%	10%
b	Cumplimiento de entrega de avances	20%	20%
c	Coherencia entre los objetivos, instrumentos aplicados y los resultados de la investigación	30%	30%
d	Relevancia de las conclusiones y recomendaciones	20%	20%
e	Calidad detalle del marco teórico	20%	20%
	Total	100%	100%

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura

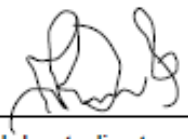
Yanory Arguedas Carballo
108710072

Sworn Declaration

DECLARACIÓN JURADA

Yo Angie Rodríguez Quirós, mayor de edad, portador de la cédula de identidad número 1 1224 0246 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP), es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; articulo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 2 días del mes de diciembre del año dos mil veinticuatro.



Firma del estudiante

Cédula: 1 1224 0246

Carta de Autorización para el CENIT

UNIVERSIDAD HISPANOAMERICANA
CENTRO DE INFORMACION TECNOLOGICO (CENIT)
CARTA DE AUTORIZACIÓN DE LOS AUTORES PARA LA CONSULTA, LA REPRODUCCION PARCIAL O TOTAL Y PUBLICACIÓN ELECTRÓNICA DE LOS TRABAJOS FINALES DE GRADUACION

San José, diciembre 9, 2024

Señores:
Universidad Hispanoamericana
Centro de Información Tecnológico (CENIT)

Estimados Señores:

El suscrito (a) Angie Rodríguez con número de identificación 1 1224 0246 autor (a) del trabajo de graduación titulado "The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP)" presentado y aprobado en el año 2024 como requisito para optar por el título de Licenciatura en la Enseñanza del Inglés; SI autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

De conformidad con lo establecido en la Ley sobre Derechos de Autor y Derechos Conexos N° 6683, Asamblea Legislativa de la República de Costa Rica.

Cordialmente,
Angie Rodríguez Quirós

Firma del estudiante
Cédula: 1 1224 0246

Carta del Lector

CARTA DE LECTOR

San José, 09 de diciembre 2024

Universidad Hispanoamericana

Sede: Heredia

Carrera: Licenciatura en la Enseñanza del ingles

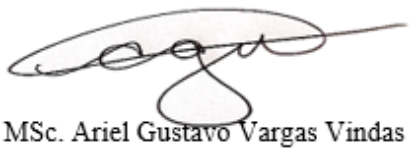
Estimados señores:

La estudiante ANGIE RODRIGUEZ QUIROS, cédula de identidad 112240246 me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado **"The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP).",** el cual se ha elaborado para obtener su grado de Licenciatura en enseñanza del inglés. He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma:



Nombre: MSc. Ariel Gustavo Vargas Vindas
Cédula:204420300

Dedicatory

To my mother and father.

Acknowledgments

To the God of my parents—

silent, steady, shaping my path

with whispers, I cannot always hear.

To my mother, Tere,

whose hands hold the world together,

whose love I still feel through space and time.

To my father, Koko,

whose work echoes through my own,

a steady rhythm,

a foundation I walk upon.

To Geovanna, my sister,

who stands beside me

as the shore holds the sea,

constant, enduring.

To Santiago, my son,

the breath within my breath,

the pulse of my every thought,

the heart of my heart.

To Stefan,

pagan poetry,

love, who rescues me

from shadows, from silence, from myself,

where I am accepted,

where I am saved.

To Dal, Thiramin,

my favorite superhero,

a shield against the world,

a laugh in the darkness.

To my teachers and tutors,

who unlocked the doors of my mind,

who held the keys to things I did not know

I was meant to find.

To English,

you have given me voice.

And to poetry—

This is my gratitude,

this is my offering,

this is me.

Abstract

This thesis explores the innovative integration of poetry, Task-Based Learning (TBL), and Artificial Intelligence (AI) tools, specifically ChatGPT-4o, to revolutionize language learning and promote critical thinking among 10th-grade students in the Conversational English Technology program at Colegio Madre del Divino Pastor (CMDP) in Costa Rica. By harnessing AI's creative and analytical potential, this study demonstrates how traditional literary forms, such as poetry, can be reinvigorated in the post-pandemic classroom to re-engage learners and develop higher-order thinking skills. Over three dynamic extracurricular sessions, a carefully selected cohort of 20 students used poetry as a medium to explore language and critical analysis while leveraging AI for innovation and collaboration. The comprehensive data from questionnaires, entry-level and exit-level tests, an observable behavior checklist, and reflective feedback underscore the significant growth in student engagement, linguistic proficiency, and critical thinking abilities. Through the ethical AI use, this study provides a replicable model for 21st-century pedagogy. Addressing modern education's challenges, this research offers a forward-thinking framework for teaching practices in an era of rapid technological evolution.

Chapter I
Problem Statement

1.1 INTRODUCTION

When encountering poetry for the first time, a young child memorized a nursery rhyme, *Five Little Ducks*, taught by a devoted Costa Rican mother. Initially learned in Spanish, the verse was subsequently taught in English. The verse went like this,

> Five little ducklings went out to swim
>
> The smallest one did not want to go in
>
> The mother got angry and wanted to scold
>
> And the poor little duckling began to cry bold
>
> Quack, quack, quack, quack! (unknown, personal communication, n.d.)

Decades later, this rhyme remains committed to memory, serving as a profound inspiration. This initial experience with English poetry left an indelible mark, demonstrating the power of verse to captivate and impart language skills. The enduring memory of *Five Little Ducks* into adulthood underscores the lasting impact of early poetic encounters.

"Poetry lifts the veil from the hidden beauty of the world and makes familiar objects feel as if they were not familiar" (Shelley, 1821, p. 506). This transformative power of poetry is a philosophical concept and a pressing need in today's post-pandemic educational landscape. The COVID-19 pandemic has significantly disrupted adolescent literacy and critical thinking, creating an urgent need for innovative educational strategies to address these challenges.

The pandemic has led to a noticeable decline in students' interest in reading at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica. These students now struggle with shorter attention spans, weakened critical thinking skills, and gaps in vocabulary, grammar, and orthography. Educators at CMDP face the pressing task of

reigniting students' passion for reading and learning. This research embarks on an unconventional path, exploring the potential of poetry to transform students' educational experiences.

Before the pandemic, CMDP provided an environment that encouraged strong language skills and critical thinking. However, the shift to remote learning and the increased exposure to digital media have disrupted students' reading habits and cognitive engagement. As in-person learning resumes, this research proposes a flexible and adaptable solution. Educators can use poetry as a pedagogical tool to enhance students' macro skills—reading, writing, listening, and speaking—by engaging them with shorter, intellectually stimulating texts.

The study will focus on two groups of 10th-grade students in the Conversational English Technology program at CMDP. The research addresses the identified deficiencies through structured poetry-based tasks and the Task-Based Learning (TBL) approach. Activities will include reading and analyzing poetry, writing original poems, engaging in discussions and reflections, and utilizing artificial intelligence, specifically ChatGPT-4o, to guide exploration and understanding. This multifaceted approach fosters critical thinking, enhances linguistic skills, and rekindles a love for reading.

Drawing inspiration from various scholarly works, this research builds on proven methodologies. For example, Farouk (2022) demonstrated that integrating WH-questions with poetry significantly improved writing skills among ESL learners in Malaysia. Tahmasebi (2019) showed that a stylistic approach to teaching poetry enriched students' understanding and appreciation of literature. Bloemendal (2014) emphasized the benefits of a communicative approach to poetry, enhancing real-world language use and interaction.

A Task-Based Learning plan incorporating artificial intelligence is proposed to address the identified problem. Leveraging AI aims to create interactive and engaging learning experiences that cater to students' diverse needs, effectively addressing their disinterest in reading and associated skill deficiencies. ChatGPT-4o will be the artificial intelligence selected to carry out this investigation.

The integration of these methodologies is not just a theoretical concept but a practical model that can yield significant improvements in students' vocabulary, grammar, orthography, and critical thinking. This research aims to empower educators facing similar challenges in a post-pandemic context by providing a practical model that fosters a renewed interest in reading and engages students with intellectually stimulating texts.

These words resonate as this educational journey unfolds: “Fill your paper with the breathings of your heart” (Wordsworth, 1802, p. 2). By bringing poetry into the classroom, educators can inspire a generation of learners to rediscover the joy of reading and the power of language. The idea that ignited this research began as small and simple as *Five Little Ducks*. Hopefully, it shall come full circle, highlighting the enduring influence of early poetic encounters and their ability to shape a lifelong love for language and learning.

1.1.1 Background of the problem

When examining the background for this investigation, it is notable that there is a relative scarcity of works related to the use of poetry in ESL classrooms compared to other topics, and even fewer addressing the use of poetry post-pandemic. Consequently, the available literature serves as invaluable milestones for this research. One significant work is *Using WH-Questions Strategy and Poetry to Improve Writing Skills Among ESL Malaysian*

Primary School Learners During Post-Pandemic by Zachary Farouk Chai, Suyansah Swanto, Wardatul Akmam Din, and Irma Wani Othman (2022).

In the enlightening study titled *Using WH-Questions Strategy and Poetry to Improve Writing Skills Among ESL Malaysian Primary School Learners During Post-Pandemic*, authors Chai, Swanto, Din, and Othman (2022) explore the crucial issue of enhancing writing skills among post-pandemic ESL students. This investigation is particularly significant given the substantial disruption to traditional classroom learning caused by COVID-19. The researchers focused on "Year 5" primary school students in Malaysia, a group deeply impacted by the transition to remote learning and subsequent return to in-person education. The study's objective was to explore how integrating WH-questions—who, what, where, when, why, and how—as guiding prompts alongside poetry could improve students' writing capabilities.

The methodology employed in this study was action research, a process of progressive problem-solving led by learners in teams to reflect on issues given to them. Data collection involved multimodal approaches, particularly students' daily journals, and structured interviews, providing a rich narrative for analysis. The results were promising; the intervention notably enhanced the students' ability to construct correct simple sentences, showcasing the potential of WH-questions and poetry to stimulate creativity and grammatical precision.

From a pedagogical standpoint, the conclusions drawn from this study are particularly insightful. The researchers found that WH-questions acted as practical scaffolding tools, guiding students to generate ideas and structure their writing more coherently. On the other hand, poetry tapped into the students' creative reservoirs, allowing them to express themselves more freely and confidently. These findings underscore the

importance of creative and interactive learning strategies in language education, especially in a post-pandemic context where many students are recovering from a period of significant educational disruption.

This study offers valuable considerations and practical solutions for high school educators aiming to motivate students to read and write. Integrating creative approaches, such as poetry and structured questioning, can significantly enhance engagement and skill development. The researchers strongly recommend that educators incorporate these strategies into the regular curriculum to help bridge the learning gaps exacerbated by the pandemic. This study provides empirical evidence supporting the use of WH-questions and poetry in ESL education, inspiring educators to adopt more holistic and student-centered teaching methods. The findings of this study can empower educators to make a real difference in their classrooms.

In summary, this investigation highlights the effectiveness of combining WH-questions and poetry to improve writing skills among ESL learners, providing a robust framework for educators aiming to foster both creativity and technical proficiency in their students' writing. The comprehensive approach detailed by Chai et al. (2022) is a guiding light for post-pandemic educational strategies, emphasizing the need for innovative and adaptive teaching methods to meet students' evolving needs.

In this context, Leila Tahmasebi's thesis titled *Stylistic Approach to Teaching Poetry in ESL Classrooms* (2019) is particularly helpful. This investigation analyzes ESL learners' struggles in appreciating and understanding poetry due to linguistic barriers and unfamiliarity with literary devices. Tahmasebi's qualitative study, detailed on pages 10–19, uses text analysis and classroom observations to explore this issue within a university ESL student population (Tahmasebi, 2019). The study's objectives were clear: to foster critical

thinking and enhance essay writing by analyzing the linguistic features of poetry through a stylistic lens.

The results were compelling, showing that focusing on stylistic elements such as deviation and foregrounding significantly improved students' comprehension and engagement with poetic texts. From a pedagogical perspective, the conclusions emphasized that a stylistic approach not only made poetry more accessible but also enriched students' understanding of language and literature. This study recommends that educators incorporate stylistic methods into ESL curricula, with considerations for adequate teacher training to ensure effective implementation. The findings suggest that such an approach could transform the ESL classroom, making poetry a more dynamic and enjoyable learning experience.

In comparing Tahmasebi's work to the thesis *Using WH-Questions Strategy and Poetry to Improve Writing Skills Among ESL Malaysian Primary School Learners During Post-Pandemic* by Chai et al. (2022), several similarities and differences emerge. Both studies emphasize the power of poetry to enhance language skills among ESL learners. Chai et al.'s study uses WH-questions to guide writing and improve grammatical accuracy, while Tahmasebi's work centers on stylistic analysis to deepen literary appreciation and critical thinking. Both approaches yielded positive outcomes, highlighting poetry's versatility as a teaching tool. However, Chai et al. addressed primary school learners recovering from pandemic disruptions, making their study context-specific, whereas Tahmasebi's broader university focus offers insights applicable across various educational settings. This universality of the strategies underscores educators' confidence in the effectiveness of these approaches, regardless of their specific teaching context.

It is also noteworthy to mention Iris Bloemendal's thesis (2014), *Teaching Poetry Writing in the Communicative EFL Classroom*, which addresses the common challenge EFL educators face: making poetry accessible and engaging for students who may find it daunting due to language barriers. Bloemendal (2014) utilized a qualitative methodology, including a literature review and implementation of practical lesson plans, focusing on content and language-integrated learning (CLIL) and Task-Based Language Teaching (TBLT). This thesis provides an excellent foundation for research, particularly in exploring TBLT.

Bloemendal's study targeted university ESL students and aimed to evaluate how these approaches could enhance students' interaction with and understanding of poetry (Bloemendal, 2014, pp. 10–19). The main objective was to assess whether a communicative approach, emphasizing real-world language use and interaction, could improve students' engagement and writing skills. The results were promising, showing that students became more enthusiastic about poetry when involved in task-based activities such as writing haikus and collaborative poems. These activities demystified poetry and helped students develop a deeper appreciation for its artistic and linguistic nuances. Bloemendal concluded that integrating poetry into the EFL curriculum through a communicative approach could significantly enhance language acquisition and cultural understanding. She recommended more teacher training in stylistic and communicative methods to maximize the effectiveness of these teaching strategies.

When comparing this study to Leila Tahmasebi's *Stylistic Approach to Teaching Poetry in ESL Classrooms* and the collaborative work of Zachary Farouk Chai et al. in *Using WH-Questions Strategy and Poetry to Improve Writing Skills Among ESL Malaysian Primary School Learners During Post-Pandemic*, several intriguing insights emerge.

Tahmasebi (2019) focuses on stylistic analysis to enhance literary appreciation and critical thinking among university ESL students, using deviation and foregrounding to improve engagement. In contrast, Chai et al. (2022) emphasize using WH-questions to guide writing and improve grammatical accuracy among younger learners recovering from the educational disruptions of the pandemic. Each study emphasizes different aspects of poetry's educational potential:

- Stylistic analysis for depth and critical engagement
- WH-questions for structured writing improvement
- Communicative approaches for real-world relevance and interaction

The collective analysis of these three theses underscores the multifaceted benefits of incorporating poetry into ESL education. Understanding these diverse approaches offers a rich toolkit for high school educators in various contexts to tailor poetry teaching methods to various student needs. Whether through stylistic exploration, structured questioning, or communicative activities, poetry can significantly enhance students' linguistic skills and cultural appreciation. By drawing on the insights from these studies, educators can encourage a more engaging and effective learning environment that fosters creativity and linguistic competence.

1.1.2 Problematization

Angie Rodríguez, a Conversational English teacher at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica, has had a significant professional journey. After spending a year in England, she returned to Costa Rica and began working at a subsidized high school in San José under challenging circumstances. It was her first experience working exclusively with adolescents, and she quickly developed a deep affection for the

institution and its outstanding students. Experiencing the pandemic with them and witnessing its significant impact, she resolved to improve the quality of ESL education they receive. “There is no frigate like a book / To take us lands away” (Dickinson, 1873, p. 1). This quote embodies the belief that poetry can be the vessel to reignite students’ love for reading and learning.

This research intends to be a beacon of hope for the post-pandemic population of adolescents at CMDP. These students, while overstimulated by media, exhibit a disinterest in reading. They struggle with a short attention span, weak critical thinking skills, and grammar, orthography, and vocabulary deficiencies. However, they are enrolled in Conversational English classes at CMDP in Guadalupe, San José. The aim is to explore the untapped potential of using poetry as a pedagogical tool to address these issues and enhance their macro skills despite the limited research on this approach.

Prior to the COVID-19 pandemic, students at Colegio Madre del Divino Pastor were avid readers. The school environment, with its dedicated educators, supported and encouraged reading, contributing to the development of strong language skills and critical thinking. However, the pandemic-induced shift to remote learning and increased exposure to digital media have significantly altered students’ reading habits and cognitive engagement, highlighting the crucial role of educators in adapting to these changes.

Returning to in-person learning has revealed a decline in students’ interest in books and traditional reading, coupled with noticeable deficiencies in language-related skills. The pandemic has impacted both academic skills and students’ overall cognitive and social development. As educators strive to address these gaps, innovative approaches are necessary to re-engage students with reading and critical thinking.

The students in the Conversational English and Conversational English Technology classes at Colegio Madre del Divino Pastor range from 12 to 17 years old and are divided into 27 groups across five levels. The 10th level of the Conversational English Technology program is particularly suitable as a starting point for this research. This level consists of two groups, each with 20 students, totaling 40 students. The classroom environment includes an in-class library, a resource heavily utilized before the pandemic but now underused. While the primary focus is on conversational English, the curriculum also incorporates the development of other macro skills: reading, writing, listening, and speaking.

Post-pandemic, students are highly stimulated by digital media, which competes for their attention and reduces their engagement with longer, more complex texts. This overstimulation has diminished their ability to concentrate, critically analyze information, and use language effectively. As a result, there is an urgent need to find methods to recapture students' interest in reading and develop their linguistic and cognitive skills.

A Task-Based Learning plan incorporating artificial intelligence is envisioned to address the issues that have been identified. By leveraging ChatGPT-4o, the aim is to create interactive and engaging learning experiences that cater to students' diverse needs and effectively tackle their disinterest in reading and the associated skill deficiencies.

The current situation has several adverse consequences. Students' diminished interest in reading books leads to weaker language skills, including vocabulary, grammar, and orthography. The decline in critical thinking abilities affects their academic performance and overall intellectual development. Additionally, a lack of engagement with substantial texts limits their cultural and emotional growth, which is essential for a well-rounded education.

If these issues are not addressed, there is a risk of long-term academic underachievement and reduced preparedness for higher education and the workforce. Moreover, the inability to think critically and communicate effectively can have broader societal implications, including reduced civic participation and poorer decision-making skills.

To address these challenges, the research proposes the innovative use of poetry in the classroom. With its concise and evocative language, poetry can capture students' attention and serve as a bridge to more extensive reading and critical thinking activities. Its rhythmic and often emotionally charged nature can appeal to adolescents and help them reconnect with the joy of reading.

By integrating poetry into the Conversational English curriculum, the goal is to:

- Enhance students' vocabulary and grammar through rich and varied language exposure.
- Improve orthographic skills by focusing on the precise language of poetry.
- Develop critical thinking skills through the interpretation and analysis of poetic texts.
- Increase students' attention span by engaging them with shorter, intellectually stimulating texts.
- Utilize ChatGPT-4o to create personalized learning experiences that adapt to each student's needs and progress.
- Foster a renewed interest in reading, which can extend to other literary genres.
- Develop the four macro skills holistically.

The post-pandemic educational landscape requires creative and practical solutions to re-engage students with reading and critical thinking. Using poetry as a tool in the

Conversational English classroom at Colegio Madre del Divino Pastor could be an exciting methodology to explore. Thus, exploring the impact of poetry on improving language skills and critical thinking provides a potential model for other educators facing similar challenges. By addressing the conditions and consequences of the post-pandemic context, this research seeks to contribute to the development of innovative pedagogical strategies that can enhance adolescent education.

1.1.3 Justification

By addressing the unique challenges of post-pandemic education, this research proposes a novel approach using poetry to enhance language skills and critical thinking among adolescents at Colegio Madre del Divino Pastor (CMDP) in Guadalupe, San José, Costa Rica. The research will be conducted over six months, beginning with this proposal. The pandemic has led to a decline in students' interest in reading, resulting in shorter attention spans, weakened critical thinking skills, and deficiencies in grammar, orthography, and vocabulary. This study builds on previous research, including the potential of using WH-questions and poetry to improve writing skills in ESL learners (Chai, Swanto, Din, & Othman, 2022), adopting a stylistic approach to teaching poetry in ESL classrooms (Tahmasebi, 2019), and teaching poetry writing in communicative EFL classrooms (Bloemendal, 2014).

The primary objective of this research is to investigate the effectiveness of using poetry as a pedagogical tool to improve language skills and critical thinking in two groups of 10th-grade students enrolled in Conversational English Technology at CMDP. With its innovative approach of employing poetry and Task-Based Learning (TBL), this research will pique the interest of educators, researchers, and administrators. The integration of

meaningful tasks, enhanced by ChatGPT-4o, to personalize learning experiences and boost engagement and learning outcomes further adds to the intrigue of this study.

Two groups of 10th-grade students, each consisting of 20 students, will be selected to participate in this research. The selection process will be based on random assignment, ensuring that the groups are balanced regarding language proficiency and other relevant factors. These students are part of the Conversational English Technology program at CMDP.

The research will involve structured poetry-based tasks designed to address the identified deficiencies, utilizing the TBL approach. The tasks will be designed to enhance the use of different modalities of ChatGPT-4o. Activities will include:

- **Reading and Analyzing Poetry:** Students will read poems to enhance vocabulary, grammar, and critical thinking. The selection will include both contemporary and classic poems that resonate with adolescents. Tasks will include summarizing poems, identifying themes, and discussing stylistic devices.
- **Writing Poetry:** Students will write their own poems, focusing on creativity and expression while applying correct grammar and orthographic rules. Tasks will involve drafting, peer review, and revising poems. The use of ChatGPT-4o will add dynamism to the tasks.
- **Discussion and Reflection:** To foster critical thinking and deeper engagement with the texts, classroom discussions and reflections on the themes, stylistic elements, and emotional impact of the poems will be incorporated. Tasks will include group discussions, presentations of interpretations, and reflective journaling. Students will also create images using their poems as prompts for ChatGPT-4o.

- **WH-Questions Strategy:** Inspired by Chai et al. (2022), WH-questions (who, what, where, when, why, and how) will guide students' exploration and understanding of poetry, enhancing their analytical skills.

To evaluate results, students will complete assessments before and after the intervention. These assessments will be written pre-tests and post-tests, which are comprehensive measures of improved vocabulary, grammar, orthography, and critical thinking. Surveys will be administered to gather students' attitudes toward reading and their perceptions of poetry's impact on their language skills. Observations will be conducted to document student engagement and participation during poetry activities.

Quantitative data from the assessments will be analyzed using statistical methods to determine the significance of the improvements. Qualitative data from surveys, questionnaires, and observations will be analyzed thematically. This thematic analysis will identify recurring themes, patterns, and insights in the data, providing a rich understanding of students' experiences and the effectiveness of the poetry-based curriculum.

The research is expected to demonstrate that integrating poetry into the Conversational English curriculum using the TBL approach can:

- Enhance students' vocabulary and grammar through diverse and rich language exposure.
- Improve orthographic skills by emphasizing precise language use in poetry writing.
- Develop critical thinking skills through the interpretation and analysis of poetic texts.
- Increase students' attention span and engagement by providing shorter, intellectually stimulating texts.
- Foster a renewed interest in reading, potentially extending to other literary genres.

- Utilize ChatGPT-4o to create personalized learning experiences that adapt to each student's needs and progress.
- Improve macro skills holistically.

It is fundamental to emphasize that one of the purposes of this thesis is to explore the integration of artificial intelligence (AI) in enhancing the educational experience of high school students. By leveraging the capabilities of advanced AI technologies, educators can provide more personalized, efficient, and engaging learning environments. One AI tool that stands out in this regard is ChatGPT-4o, a highly sophisticated language model developed by OpenAI.

It is important to clarify why ChatGPT-4o was chosen over other available AI tools for this project. While there are numerous AI models, such as earlier versions of ChatGPT, MidJourney, DALL-E, and Gemini, that are accessible to the public, including free versions, ChatGPT-4o offers advanced features that can significantly enhance the quality and accuracy of the tasks elaborated. Some of these advanced features are paid for, and the high school has invested in them to provide the best possible tools for this project. However, it must be emphasized that the tasks designed in this project can also be performed using other AI tools, including the free versions of the aforementioned technologies. This flexibility ensures that the lesson plans and adaptations mentioned in this thesis are accessible and implementable regardless of the specific AI tools available to other educators.

Therefore, integrating AI into education represents a significant step forward in adapting teaching methods to the needs of modern students. ChatGPT-4o, with its advanced capabilities, exemplifies the potential benefits of such technologies. Nonetheless, the project acknowledges and encourages using various AI tools to ensure widespread

accessibility and applicability. Finally, by addressing the practical challenges faced by post-pandemic adolescents at CMDP, this research aims to contribute to the development of innovative pedagogical strategies that enhance language skills and critical thinking. The findings of this research will not only provide valuable insights into the effectiveness of using poetry in ESL education with a TBL approach, but also offer a practical model for other educators. By incorporating artificial intelligence in the tasks, the study aims to create personalized and adaptive learning experiences that further engage students and address their individual needs. This reiteration of the practical implications of the research should reassure the audience of its potential benefits, making them feel confident in its outcomes.

Reflecting on the path leading to this research, "I took the one less traveled by, / And that has made all the difference" (Frost, 1916, p. 9). This research endeavors to take a novel approach to addressing educational challenges, hoping it will indeed make a significant difference.

1.2 RESEARCH PROBLEM

1.2.1 Problem Statement

The post-pandemic decline in adolescent literacy and cognitive engagement at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica, necessitates an effective approach within the Conversational English curriculum.

1.2.2 Research Question

What is the effectiveness of using poetry with the Task-Based Learning Approach, incorporating ChatGPT-4o, in the Conversational English curriculum to improve language proficiency and critical thinking in the post-pandemic educational context with 10th graders

at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica, during the second semester of 2024?

1.2.3 Hypothesis

Incorporating poetry with the Task-Based Learning Approach using ChatGPT-4o in the Conversational English curriculum will significantly enhance language proficiency and critical thinking skills among 10th graders at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica, during the second semester of 2024.

1.3. OBJECTIVES

1.3.1 General Objective

a) **To determine the effectiveness of using poetry with the Task-Based Learning Approach, incorporating ChatGPT-4o, in the Conversational English curriculum to improve language proficiency and critical thinking in the post-pandemic educational context with 10th graders at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica, during the second semester of 2024.**

1.3.2 Specific Objectives

a) To determine the initial language proficiency and critical thinking levels of Conversational English Technology 10th graders at Colegio Madre del Divino Pastor.

b) To incorporate a poetry task-based lesson plan using ChatGPT-4o to improve language proficiency and critical thinking in 10th graders in the Conversational English Technology program at Colegio Madre del Divino Pastor.

c) To describe the outcomes of using poetry in a task-based lesson plan using ChatGPT-4o to enhance language proficiency and critical thinking skills in 10th graders in the Conversational English Technology program at Colegio Madre del Divino Pastor.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This research aims to explore the multifaceted benefits of using poetry within a Task-Based Learning (TBL) approach, augmented by artificial intelligence (ChatGPT-4o), to enhance language proficiency and critical thinking skills among 10th graders at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica. The study is situated in the post-pandemic educational context, recognizing the unique challenges faced by adolescents who have experienced significant disruptions in their learning processes.

The study will involve two groups of 10th-grade students enrolled in the Conversational English Technology program at CMDP. Each group will consist of 20 students. Using systematic sampling 10 students of each group will be chosen to participate in the study, for a total of 20 participants. These students, aged between 15 and 17, are selected to ensure a balanced representation of language proficiency levels.

Colegio Madre del Divino Pastor (CMDP) is a subsidized school located in El Alto de Guadalupe, San José, Costa Rica. Serving a middle-class population, it provides an education that, while not bilingual, is enriched with various resources to support language learning and other academic activities. The school is equipped with a language lab that includes computers and internet access, facilitating interactive and technology-driven learning experiences.

Additionally, the Conversational English classroom boasts an in-class library, providing students with immediate access to various reading materials that foster literacy and a love for reading. To further enhance the educational experience, the school is equipped with video beams and other technological resources, supporting dynamic and engaging teaching methods. CMDP provides an ideal setting for this research due to its diverse student population and the observed decline in reading interest and language skills post-pandemic. The school has a rich history of encouraging reading and critical thinking, disrupted by the shift to remote learning and increased digital media consumption.

The study will employ a mixed-methods approach, combining quantitative assessments and qualitative observations. Pre-tests and post-tests will measure improvements in language proficiency and critical thinking. Observations will provide insights into student engagement and attitudes towards reading and poetry. Additionally, AI-driven tasks will be part of the tasks in the TBL plan design to achieve this research purpose.

The intervention will include structured poetry-based tasks integrated into the Conversational English curriculum. These tasks will include:

- Reading and Analyzing Poetry: Students will read poems to enhance vocabulary, grammar, and critical thinking. The selection will include both contemporary and classic poems that resonate with adolescents. Tasks will include analyzing poems, identifying themes, and discussing stylistic devices.
- Writing Poetry: Students will write their own poems, focusing on creativity and expression while applying correct grammar and orthographic rules. Tasks will involve drafting, peer review, the ethical use of artificial intelligence (ChatGPT-4o), and revising poems.

- Discussion and Reflection: To foster critical thinking and deeper engagement with the texts, classroom discussions and reflections on the themes, stylistic elements, and emotional impact of the poems will be incorporated. Tasks will include group discussions, presentation of interpretations, and reflective journaling. Students will also create images using their poems as prompts for ChatGPT-4o.
- WH-Questions Strategy: Inspired by Chai et al. (2022), WH-questions (who, what, where, when, why, and how) will guide students' exploration and understanding of poetry, enhancing their analytical skills.
- AI Integration: The artificial intelligence ChatGPT-4o will create personalized learning experiences, adapt tasks to individual needs, and enhance creativity and critical thinking.

The research will draw on established educational theories and methodologies, including Task-Based Learning (TBL) and the use of artificial intelligence (AI) in personalized learning. Previous studies, such as those by Chai et al. (2022) and Tahmasebi (2019), have demonstrated the efficacy of creative approaches in ESL education. These studies will inform the design and implementation of the intervention. Additional theoretical support will be drawn from the work of Ellis (2003) on task-based language learning and teaching, which emphasizes the importance of using meaningful tasks to facilitate language acquisition, and Warschauer and Healey (1998) on the role of technology in language learning, highlighting how digital tools can enhance language instruction and engagement. Further exploration of these topics will be provided in the theoretical framework.

The research aims to improve students' language skills and critical thinking abilities significantly. Poetry, combined with TBL and AI, is anticipated to rekindle students' interest in reading, enhance their linguistic proficiency, and foster a deeper engagement with learning.

Specific outcomes include enhanced vocabulary and grammar, improved orthographic skills, increased attention span and engagement, and a renewed interest in reading that extends to other literary genres.

This study seeks to provide a practical and innovative model for educators by addressing the unique challenges posed by the post-pandemic educational landscape. Integrating poetry and artificial intelligence into the curriculum aims to improve academic outcomes and inspire a renewed passion for learning among students.

The findings from this research could serve as a blueprint for other educational institutions facing similar challenges, offering insights into practical strategies for engaging students and enhancing their academic skills in a post-pandemic world.

1.4.2 Limitations

While this research has the potential to offer valuable insights, several limitations must be acknowledged to provide a comprehensive understanding of the study's scope and the applicability of its findings.

First, the study is limited to two groups of 10th-grade students at Colegio Madre del Divino Pastor, totaling 40 participants. Consequently, this relatively small sample size may not fully represent the broader student population, potentially limiting the generalizability of the findings to other educational contexts or age groups.

Additionally, the research is conducted within a specific educational setting—a subsidized Catholic school in San José, Costa Rica. Therefore, cultural, socio-economic, and institutional factors unique to this setting might influence the outcomes, making applying the results universally to different educational environments challenging.

Moreover, the study relies on the use of advanced technological resources, including ChatGPT-4o, which requires reliable internet access and a certain level of technological proficiency among both students and educators. Thus, variations in access to these resources and differences in technological skills may affect the consistency and effectiveness of the intervention.

Another limitation is the potential necessity of using various free AIs to develop the tasks if an AI like ChatGPT-4o with paid features is not accessible. This could introduce variability in the quality and capabilities of the tools, potentially impacting the overall outcomes and uniformity of the tasks designed.

Furthermore, the effective implementation of the Task-Based Learning (TBL) approach and the integration of artificial intelligence require adequate teacher training. Consequently, variations in the teachers' familiarity and comfort with these methodologies could impact the fidelity and effectiveness of the intervention.

The study also employs a combination of quantitative and qualitative assessments to measure improvements in language proficiency and critical thinking. However, the inherent subjectivity in qualitative evaluations, such as observations and student reflections, may introduce bias. Additionally, standardized tests may not fully capture the nuanced improvements in critical thinking and creative expression fostered by poetry.

In terms of duration, conducting the research over a single semester may not be sufficient to observe the long-term effects and sustainability of the improvements in language

skills and critical thinking. Therefore, longer-term studies are needed to determine the enduring impact of the intervention.

Factors outside the classroom, such as students' home environments, extracurricular activities, and personal circumstances, can influence their engagement and progress. These external variables are challenging to control and could affect the study's outcomes.

Lastly, the post-pandemic context presents unique challenges and variations in students' academic and psychological states. The differences in how students and their families experienced the pandemic may lead to varied responses to the educational interventions, potentially affecting the study's consistency and overall findings.

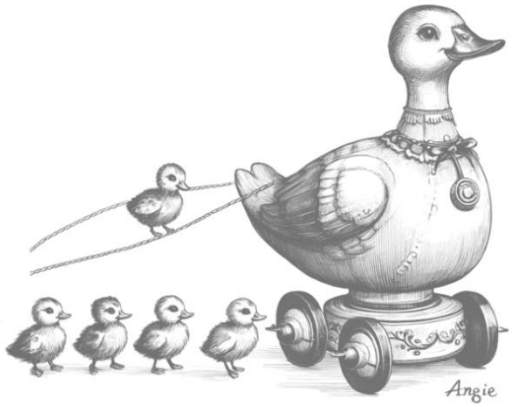
By acknowledging these limitations, the research aims to provide a transparent and balanced evaluation of the effectiveness of using poetry, TBL, and artificial intelligence to enhance language proficiency and critical thinking. Addressing these limitations in future studies can help build on the findings and refine pedagogical strategies to support students' learning in diverse educational contexts.

Maya Angelou beautifully wrote, “We may encounter many defeats but we must not be defeated” (Angelou, 1978, p. 5). By addressing the practical challenges faced by post-pandemic adolescents at Colegio Madre del Divino Pastor (CMDP), this research aims to contribute to the development of innovative pedagogical strategies that enhance language skills and critical thinking. The findings of this research will not only provide valuable insights into the effectiveness of using poetry in ESL education with a Task-Based Learning (TBL) approach but also offer a practical model for other educators. By incorporating artificial intelligence in the tasks, the study aims to create personalized and adaptive learning experiences that further engage students and address their individual needs. Just as the childhood memory of *Five Little Ducks* left an enduring impact, this research hopes to create

a lasting positive influence on students' educational journeys, paving the way for deeper learning and appreciation of language.

Figure 1

Pull-along Toy with 5 Little Ducklings and Their Mother Duck



Note: Digital drawing created by A. Rodríguez (2024) using ChatGPT-4o for illustrative purposes.

Chapter II

Theoretical Framework

2.1 HISTORICAL CONTEXT

2.1.1 Colegio Madre del Divino Pastor

Colegio Madre del Divino Pastor (CMDP) is a prominent high school in the Costa Rican educational system, rooted in religious and community collaboration. Initially known as Colegio Nuestra Señora de Guadalupe, it became the first parish high school in Costa Rica, officially recognized by the Superior Council of Education on March 12, 1954. Situated next to the Guadalupe Church, the institution began by offering both primary and the first year of secondary education, with an enrollment of 25 students per class (Cartín, 2019, p. 1).

The foundation of CMDP was made possible through the arrival of the Capuchin Sisters of the Divine Shepherd, whom Father Santiago Núñez Vargas invited. The sisters, who arrived in Costa Rica on July 11, 1953, were warmly welcomed by the parish community, marking the start of their educational mission in the country (Cartín, 2019, p. 2). Their arrival marked a significant turning point. They played a crucial role in the initial vocational training programs, primarily for girls without access to extended formal education. The community's dedication and hard work are deeply appreciated and have left a lasting impact (Cartín, 2019, p. 2).

In 1958, the high school transitioned to a private institution under the name Colegio de la Divina Pastora, thanks to the support of the local community and parents. Despite financial challenges, the institution thrived, eventually requiring a new location due to its growing student population (Cartín, 2019, p. 3). This growth and transition to a private institution were not without challenges, but they are a testament to the commitment of all those involved, inspiring future generations (Cartín, 2019, p. 3).

With the help of Father Benjamín Núñez, land was acquired in Alto de Guadalupe, and the foundation stone of the current CMDP campus was laid on May 30, 1964. The school relocated in 1965 to its spacious and modern campus, providing a conducive environment for learning and growth (Cartín, 2019, p. 4). By 1973, the school changed its name to Colegio Madre del Divino Pastor, reflecting its expanding mission and continued commitment to education rooted in Catholic values (Cartín, 2019, p. 4).

Today, CMDP serves over 1,400 students, offering preschool to high school education. Its academic offerings are aligned with the national curriculum while also incorporating the principles of Saint Francis of Assisi and the charism of Blessed José Tous and Soler (CMDP Normativa Interna, 2020, p. 3). The high school continues to be administered by the Capuchin Sisters, who maintain its strong spiritual and educational legacy. CMDP's growth and continued commitment to providing a comprehensive education rooted in Catholic values are part of this institution's identity (CMDP Normativa Interna, 2020, p. 3).

2.2 THEORETICAL-CONCEPTUAL CONTEXT

The theoretical framework of this study integrates Task-Based Learning (TBL), the use of poetry in ESL classrooms, and the application of artificial intelligence (AI) tools such as ChatGPT-4o. This adaptable combination is expected to significantly enhance language proficiency and critical thinking skills for post-pandemic ESL learners. Task-Based Learning (TBL) is a pedagogical approach centered on meaningful tasks in language teaching, promoting interactive, communicative competence through real-world language use rather than traditional grammar and vocabulary drills. This approach, influenced by

pioneers such as Prabhu (1987), facilitates natural language acquisition by focusing on practical application.

Incorporating poetry within the TBL framework adds an enriching emotional and intellectual dimension. With its rich language and profound meanings, poetry serves as an excellent medium for ESL learners to explore and express complex ideas and emotions, fostering creative thinking and enhancing linguistic sensitivity (Lazar, 1993). Additionally, integrating AI tools like ChatGPT-4o supports TBL and poetry by simulating realistic interactions, offering immediate feedback, and assisting in creative writing tasks. This innovative use of AI makes learning more dynamic and personalized, helping to develop essential digital literacy skills in the modern educational landscape (Warschauer & Healey, 1998).

2.2.1 The Use of Task-Based Learning Approach (TBL)

2.2.2.1 Origins of the Task-Based Learning Approach (TBL*)*

Task-Based Learning (TBL), a truly transformative educational approach, resonates with the words of philosopher Xunzi (312–230 BC): “Tell me, and I forget. Teach me, and I may remember. Involve me, and I learn.” TBL, also known as Task-Based Language Teaching (TBLT), places meaningful tasks at the core of the learning process. The origins of this approach can be traced back to critical developments in language teaching and education. In the 1970s, TBL emerged as an extension of the communicative language teaching approach, a shift that emphasized the importance of communication and interaction in language learning, moving away from grammar and vocabulary drills to functional language use in real-life contexts (Richards & Rodgers, 2001). Poetry, a

powerful and versatile tool in the ESL classroom, elevates the learning experience, making it more engaging and meaningful.

Task-Based Learning (TBL), also known as Task-Based Language Teaching (TBLT) and Task-Based Instruction (TBI), owes its development to the pioneering work of N. S. Prabhu, a teacher and scholar from Bangalore, South India. Prabhu (1987) described language acquisition as “an unconscious process which is best facilitated by bringing about in the learner a preoccupation with meaning, saying and doing” (p. 153). His insights led to the use of tasks to tap into learners’ natural mechanisms for acquiring a second language. Prabhu’s work demonstrated the effectiveness of using tasks to promote language learning and sparked interest in TBL as a pedagogical approach. TBL originated from communicative language teaching (CLT) and is considered a branch of it. According to Chandy (2017), TBL “goes beyond just communication by incorporating real-life language needs into the learning process” (para. 3). Prabhu’s "Bangalore Project," or "The Communicative Teaching Project," involved problem-solving and meaning-focused activities without a traditional linguistic syllabus (Chandy, 2017, para. 3).

TBL has gained popularity in the last decade due to its benefits for students and teachers. It enables students to use and develop various abilities to learn the target language through task-based activities. Real-life situations require creativity and critical thinking for problem-solving, skills that task-based activities help students develop. The theoretical underpinnings of TBL were influenced by the work of several researchers and educators, including David Nunan, whose research and writings helped define and popularize TBL as a distinct approach within language teaching (Nunan, 1989); Rod Ellis, whose work on second language acquisition and task-based pedagogy provided a theoretical framework for understanding how tasks facilitate language learning (Ellis, 2003); and Michael Long,

whose Interaction Hypothesis and advocacy for task-based syllabus design contributed to the development of TBL principles and practices (Long, 1985). The rise of cognitive and constructivist learning theories also influenced the development of TBL. These theories emphasized the active role of learners in constructing knowledge through meaningful interaction and problem-solving, aligning well with the task-based approach (Skehan, 1998).

Rod Ellis (2009) remarked that language “is not an object to be broken up into bits. It is a tool. TBL provides a means of allowing students to do with language what comes naturally to them—use it as a tool to achieve their communicative purposes” (Jiménez-Raya, 2009, p. 16). This essence of TBL emphasizes language as a tool to achieve linguistic and non-linguistic goals through communication. Teachers must understand task-based material design to guide students toward successful communicative outcomes. According to Ellis (2014), an activity must meet specific criteria to be considered a TBL task.

2.2.2.2 Definition of a Task

Defining a "task" is crucial. Nunan (1989) describes a task as "a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). Willis (1996) adds that a task should be "a goal-oriented activity in which learners use language to achieve a real outcome" (p. 53). Ellis (2003) further defines tasks as "work plans" requiring learners' cognitive processes, incorporating Skehan's (1998) four criteria: meaning is primary, the task has a goal, the activity is outcome-evaluated, and there is a real-world relationship. Therefore, in task-based learning (TBL), a "task" can be defined as any activity that requires learners to use language to achieve a specific outcome. Tasks are designed to focus on meaning rather than form and typically involve real-world scenarios

or simulations that learners might encounter outside the classroom. The tasks in TBL aim to engage learners in meaningful communication, allowing them to practice language skills in a context that mirrors real-life use (Nunan, 1989).

A key characteristic of tasks in TBL is their meaningful purpose. The primary focus is on achieving a specific goal or completing a particular task, which requires meaningful use of language. Tasks often simulate real-life situations, making the language practice relevant and practical for learners. Additionally, tasks necessitate the use of language to complete them, promoting active engagement and practice of language skills. A clear, tangible outcome or product always results from completing the task, such as a report, a decision, a plan, or a solved problem. Furthermore, tasks often involve collaboration and communication with others, encouraging learners to use language interactively (Ellis, 2003). These definitions converge on the idea that tasks must involve a goal achieved through communicative language, evoking natural discourse (Ellis, 2000).

Ellis (2014) established four criteria to define a task in TBL:

- **Focus on meaning:** A task must primarily focus on meaning, creating and understanding communicative messages. For instance, students negotiate meaning during group debates and develop communicative skills.
- **Information, opinion, or reasoning gaps:** TBL tasks should include gaps related to opinions, reasoning, or information that students must bridge through communication. This involves critical thinking and logic.
- **Resources and goals:** Learners must use their resources (linguistic and non-linguistic) to achieve a goal. They use deduction, critical thinking, and negotiation skills to support their arguments and reach conclusions.

- **Communicative outcome:** There should always be a communicative outcome beyond mere language use. After completing the task, this outcome is the final product, addressing the initial driving questions.

Examples of tasks in TBL include information gap activities, where learners are given different pieces of information and must communicate with each other to complete the task. Problem-solving tasks require learners to work together to solve a problem or come to a decision, using language to negotiate and discuss. Role-play tasks involve learners acting out scenarios that require them to use language in specific contexts, such as ordering food in a restaurant or booking a hotel room. Real-life simulations mimic real-life situations, such as planning a trip, conducting a job interview, or writing a letter. Storytelling tasks require learners to create and tell stories based on prompts or images, practicing narrative skills and descriptive language. Additionally, tasks can incorporate poetry and literature, where students analyze, interpret, and discuss poems or literary excerpts, enhancing their comprehension and expressive skills through creative and analytical use of language (Long, 1985).

2.2.2.3 Task Implementation Criteria. Willis (1996) emphasizes tasks focused on form, allowing students to process grammatical and lexical patterns. She outlines a detailed framework for Task-Based Learning (TBL):

- **Pre-task**: The first stage introduces the topic and task, often through schema activation activities.
- **Task cycle**: This stage is divided into task, planning, and report phases, where students engage in informal communication, prepare their findings, and present their reports.

- **Language focus**: This stage is a post-task analysis and practice of language features, including grammar, pronunciation, and other components.

  This framework was used as a reference to refine the structure of task implementation. In recent years, task implementation generally involves three stages that may adopt different names:

- **Post-task stage**: This stage involves analysis, reflection, and recommendations, encouraging learners to automatize their production and evaluate their progress (Córdoba-Zúñiga, 2016; Ellis, 2014).

2.2.2.4 TBL Key Elements

After specifying a task and the criteria used to implement Task-Based Learning (TBL), it is essential to understand some key elements.

Fundamental principles of TBL include the use of real-world tasks designed to reflect activities and challenges that learners might encounter outside the classroom, making the learning process more relevant and engaging (Ellis, 2003). These real-world tasks can address different content areas, such as art, design, science, literature, and poetry.

Another principle is the focus on meaning. Learners are encouraged to prioritize meaning and communication rather than solely concentrating on form and accuracy. This approach helps learners develop practical language skills that can be used in authentic contexts (Nunan, 1989).

TBL, with its learner-centered approach, plays a significant role in promoting learner autonomy and active participation. It empowers learners by giving them more control over their learning process and encouraging them to collaborate and negotiate meaning with their peers (Long, 1985).

Lastly, the task cycle in TBL typically includes three stages: pre-task, task, and post-task. In the pre-task stage, learners are introduced to the task and relevant language. During the task stage, they complete the task using the target language, and in the post-task stage, they reflect on their performance and language use, often receiving feedback from the teacher (Richards & Rodgers, 2001).

2.2.2.5 Integration of Language Skills and TBL

Due to various constraints, integrating language skills in Task-Based Learning (TBL) can be challenging. However, TBL offers a framework for balancing the four skills through tasks that promote interaction and communication. Gautam (2019) notes that language skills should be integrated as they are in real-life communication (p. 100). TBL facilitates this integration, enabling students to harmoniously practice and develop all language skills. Tasks should encourage planning, monitoring, and evaluating, promoting a deeper understanding and use of the language (White & Arndt, 1991).

2.2.2.6 Explicit and Implicit Knowledge

Ellis (2014) explains that procedural knowledge in Task-Based Learning (TBL) materials enables learners to participate naturally in communication, creating conditions for language use outside the classroom. Implicit knowledge, being intuitive and procedural, contrasts with explicit knowledge, which is conscious and controlled. Tasks that elicit implicit knowledge include opinion/information gap tasks, which promote meaning negotiation and critical thinking. Explicit knowledge tasks like grammar exercises focus on controlled production and are less transferable to real-life contexts. TBL should prioritize tasks that foster implicit knowledge.

2.2.2.7 The Rebirth of TBL in the Last Decades

Task-Based Learning (TBL) has gained significant momentum in recent decades due to various factors aligning with contemporary educational needs and technological advancements. One of the primary reasons for its increased popularity is the growing emphasis on communicative competence in language education. Traditional methods, which focus heavily on grammar and rote memorization, have often been criticized for failing to prepare students for real-world communication adequately. TBL addresses this gap effectively with its emphasis on meaningful tasks and practical language use (Ellis, 2003).

Moreover, the rise of technology in education has facilitated the implementation of TBL. Digital tools, online platforms, and artificial intelligence allow for a wider variety of tasks that simulate real-life situations more accurately. For example, learners can engage in virtual role-plays, use artificial intelligence for design tasks, participate in online forums, or collaborate on projects using digital collaboration tools, making learning more interactive and engaging (Nunan, 2010).

Another reason for its increasing adoption is its adaptability to various learning contexts and proficiency levels. Educators appreciate the flexibility of TBL, which can be tailored to suit different classroom settings, student needs, and learning objectives. Whether in a large classroom, a small group setting, or a one-on-one tutoring session, TBL provides a framework that can be adapted to optimize learning outcomes (Richards & Rodgers, 2001).

Additionally, research in second language acquisition has increasingly supported the effectiveness of TBL. Studies have shown that tasks requiring learners to use language in

context promote deeper processing and retention of language skills (Long, 2015). This empirical support has bolstered confidence in TBL as an evidence-based approach, leading to measurable improvements in language proficiency.

Finally, the global shift towards learner-centered education has also played a significant role. Modern educational philosophies emphasize the importance of active learning, where students take a central role in their educational journey. TBL aligns with this shift by promoting learner autonomy, collaboration, and critical thinking, all essential skills in the 21st century (Willis & Willis, 2007).

This theoretical framework highlights the principles and benefits of Task-Based Learning (TBL), emphasizing its role in developing communicative competence and integrating language skills. Including poetry within TBL tasks adds a layer of creativity and emotional engagement, enriching the learning experience.

2.3 THE USE OF POETRY IN THE ESL CLASSROOM THROUGH TBL

2.3.1 Definition of Poetry

Poetry, as a condensed and heightened form of language, is a literary genre that seeks to capture the essence of human emotions, experiences, and imagination through carefully chosen words, rhythm, and structure. It transcends ordinary language, providing a window into the poet's soul and a mirror reflecting the reader's emotions. At its core, poetry is an art form that communicates profound meanings in a few lines, engaging readers both intellectually and emotionally.

The power of poetry lies in its ability to distill complex ideas and emotions into a succinct and impactful form. As Robert Frost famously said, “Poetry is when an emotion has found its thought and the thought has found words” (Frost, 1965, p. 54). This

encapsulates the essence of poetry: the seamless fusion of emotion and thought expressed through language. Unlike prose, poetry relies heavily on devices such as metaphor, simile, alliteration, and meter to convey its messages, making each word and each line significant.

Poetry's unique structure differentiates it from other forms of writing. Using lines and stanzas, rather than sentences and paragraphs, allows poets to play with rhythm and sound. For example, in Emily Dickinson's line, "Because I could not stop for Death—He kindly stopped for me" (Dickinson, 1890, p. 12), the rhythmic pattern and deliberate punctuation create a hauntingly calm atmosphere, contrasting with the unsettling subject of death. This structural element is fundamental to poetry, giving it a musical quality that enhances its expressive power.

The versatility of poetry also means that it can take many forms, from the rigid structures of sonnets and haikus to the free-flowing verses of free verse poetry. This flexibility allows poets to experiment with different styles and forms to express their ideas best. William Shakespeare's sonnets, for instance, adhere to a strict rhyme scheme and meter, as seen in "Shall I compare thee to a summer's day? / Thou art more lovely and more temperate" (Shakespeare, 1609, p. 18). In contrast, Walt Whitman's free verse in *Leaves of Grass* eschews traditional structures, embracing a more organic and expansive form to capture the breadth of his themes (Whitman, 1855, p. 33).

Furthermore, poetry's reliance on figurative language deepens its impact. Metaphors, similes, and symbols are tools poets use to create layers of meaning and evoke vivid imagery. T.S. Eliot's *The Love Song of J. Alfred Prufrock* is replete with such devices, painting a complex portrait of the modern individual: "I should have been a pair of ragged claws / Scuttling across the floors of silent seas" (Eliot, 1915, p. 44). Here, the

"ragged claws" metaphor vividly conveys the speaker's feelings of insignificance and despair.

Another defining feature of poetry is its conciseness. A poem can capture a moment, emotion, or profound truth in just a few lines. Haikus, for example, are renowned for their brevity and depth. Matsuo Bashō's haiku, "An old silent pond / A frog jumps into the pond—/ Splash! Silence again" (Bashō, 1686, p. 21), encapsulates a fleeting moment in nature, inviting contemplation through its simplicity and economy of words.

Poetry is a unique and powerful form of literature that uses abstract and heightened language to convey deep emotions and complex ideas. Through its structured forms, rhythmic qualities, and figurative language, poetry offers a profound and engaging way to explore the human experience. By exploring the art of poetry, readers and writers alike can gain a greater appreciation for the beauty and power of language.

2.3.2 Poetry as Meaningful Content in the ESL Classroom

With its rich tapestry of language and emotion, poetry offers an unparalleled resource for the ESL classroom. Engaging with poetry allows students to explore and experience the depth and breadth of language in a way few other forms of content can. Poetry's use in teaching English as a second language (ESL) provides a meaningful and context-rich approach to language learning, fostering emotional engagement and linguistic competence.

Incorporating poetry into the ESL classroom can significantly enhance students' language skills. Poems often encapsulate universal themes and emotions that resonate across cultures, making them highly relatable and engaging for learners. For instance, consider William Wordsworth's line, "I wandered lonely as a cloud" (Wordsworth, 1807, p.

14). This simple yet evocative verse can prompt discussions about loneliness, nature, and personal experiences, connecting language learning with students' lives. By interpreting such verses, students develop analytical skills and deepen their language understanding.

Using poetry as meaningful content also allows for a variety of communicative tasks. Students can perform dramatic readings, analyze metaphorical language, or even translate poems from their native languages to English, each providing a different avenue for exploring and mastering the language. Activities like these improve linguistic skills, build confidence, and encourage a deeper emotional connection to the material (Lazar, 1993).

Poetry's emotional engagement can also lead to a more motivated and enthusiastic learning environment. The rhythm and musicality of poetry capture the imagination and can make the learning process more enjoyable. This engagement is crucial for language acquisition, as emotionally charged content tends to be more memorable and impactful (Richards & Rodgers, 2001).

The use of poetry in the ESL classroom also supports the development of cultural competence. Through poetry, students gain insights into the cultural contexts from which the language emerges. They encounter idiomatic expressions, historical references, and cultural nuances that enrich their understanding of English. This cultural immersion is invaluable, as it helps students learn the language and appreciate the diverse cultures that speak it (Tomlinson, 2003).

2.3.3 The Use of Poetry in the ESL Classroom in the Last Decade

Research into the use of poetry in ESL classrooms, especially post-pandemic, is relatively scarce, making existing studies invaluable for this investigation. One significant

work is *Using WH-Questions Strategy and Poetry to Improve Writing Skills Among ESL Malaysian Primary School Learners During Post-Pandemic* by Chai, Swanto, Din, and Othman (2022). This study highlights how integrating WH-questions with poetry improved writing skills among Year 5 students in Malaysia. The action research methodology involved daily journals and structured interviews, revealing that WH-questions provided scaffolding for idea generation and coherent writing, while poetry stimulated creativity and confidence.

Leila Tahmasebi's thesis, *Stylistic Approach to Teaching Poetry in ESL Classrooms* (2019), explores how stylistic poetry analysis can enhance comprehension and engagement among university ESL students. The study found significant improvements in students' understanding and appreciation of poetic texts by focusing on linguistic features such as deviation and foregrounding.

Iris Bloemendal's thesis, *Teaching Poetry Writing in the Communicative EFL Classroom* (2014), examined the use of communicative approaches to make poetry accessible and engaging. Task-based activities like writing haikus and collaborative poems increased enthusiasm and linguistic skills among university ESL students.

These studies collectively underscore poetry's educational potential through various approaches:

- **WH-Questions:** Guide structured writing and improve grammatical accuracy (Chai et al., 2022).
- **Stylistic Analysis:** Enhance literary appreciation and critical thinking (Tahmasebi, 2019).
- **Communicative Approaches:** Promote real-world relevance and interaction (Bloemendal, 2014).

Incorporating these diverse methods into ESL education can create a dynamic learning environment that fosters creativity, linguistic competence, and cultural appreciation.

2.3.4 Integrating Poetry in the ESL Classroom through TBL

Incorporating poetry as meaningful content in the ESL classroom offers a multifaceted approach to language learning. It engages students emotionally and intellectually, fosters creative and critical thinking, and aligns perfectly with the principles of task-based learning (TBL). By bringing poetry into the classroom, educators can create a rich, dynamic, and immersive learning experience that goes beyond the mechanics of language to touch on the very essence of human expression.

Poetry encourages creative expression and critical thinking, aligning well with TBL principles. TBL emphasizes meaningful communication and the use of language in context, which poetry naturally supports (Ellis, 2003). Students engage in authentic language use through activities such as interpreting poems, writing original pieces, and discussing themes. For example, when students write their own poems, they must think carefully about word choice, syntax, and rhythm, enhancing their grammatical and stylistic awareness (Maley & Duff, 2005).

Poetry in TBL can enhance language learning by engaging students emotionally and intellectually. Poetry encourages creative expression and critical thinking, aligning well with TBL's focus on meaning and communication (Nunan, 1989). Using poetry as a task can involve activities such as interpreting poems, writing original pieces, discussing themes, and fostering a deeper connection with the language.

Poetry offers a unique medium through which learners can explore the nuances of language, rhythm, and emotion. Students practice their analytical skills by interpreting poems and engaging deeply with the text to uncover meaning and thematic elements. This process enhances their comprehension abilities and promotes a greater appreciation for literary art (Lazar, 1993). Writing original poetry encourages students to use language creatively, experimenting with vocabulary, syntax, and form to express their thoughts and feelings. This kind of task supports the development of a personal voice and fosters a sense of linguistic creativity and confidence (Maley & Duff, 2005).

Discussing themes in poetry provides opportunities for meaningful communication and collaboration. As students share their interpretations and respond to the ideas of others, they engage in authentic dialogue that mirrors real-world communication scenarios. This interaction helps develop fluency and accuracy in language use as learners negotiate meaning and refine their ideas through discussion (Ellis, 2003).

Moreover, poetry tasks can be tailored to various proficiency levels, making them accessible to a wide range of learners. Beginners can work with simpler, more straightforward poems, while advanced students can tackle complex, multi-layered texts. This flexibility ensures that all students can benefit from poetry's rich linguistic and cultural experiences (Tomlinson, 2003).

Incorporating poetry into TBL enhances language learning by engaging students on multiple levels. It aligns perfectly with the approach's emphasis on meaningful, communicative tasks. Through interpreting, writing, and discussing poetry, students develop a deeper connection with the language and a greater ability to use it effectively in real-world contexts.

This theoretical framework highlights the principles and benefits of TBL, emphasizing its role in developing communicative competence and integrating language skills. Including poetry within TBL tasks adds a layer of creativity and emotional engagement, enriching the learning experience. For this thesis, ChatGPT-4o will be utilized to design and implement tasks, leveraging its capabilities to create dynamic and meaningful language learning activities. This innovative approach aims to enhance the effectiveness of TBL in the classroom, providing a robust foundation for achieving communicative goals.

2.4 ARTIFICIAL INTELLIGENCE CHATGPT -4O AS A TOOL FOR LEARNING ENGLISH AS A SECOND LANGUAGE

2.4.1 Artificial Intelligence

Artificial intelligence (AI) is the simulation of human intelligence in machines designed to think and learn like humans. The concept of AI is based on building machines capable of performing tasks that require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages (Russell & Norvig, 2016, p. 32). AI systems can be purely software-based, acting in the digital world or controlling robots or physical systems. The human brain inspired the development of AI, and it involves various disciplines, including computer science, psychology, linguistics, and neuroscience (Copeland, 2020).

AI is typically categorized into two primary types: narrow AI and general AI. Narrow AI, also known as weak AI, is an AI system designed and trained for a particular task. Virtual personal assistants, such as Apple's Siri and Amazon's Alexa, are examples of narrow AI. General AI, or strong AI, is an AI system with generalized human cognitive abilities, so that when presented with an unfamiliar task, it has enough intelligence to find a

solution. General AI has yet to be achieved and is a common subject of futuristic and speculative science fiction (Russell & Norvig, 2016, p. 58).

AI has been employed in the educational field to personalize learning, automate administrative tasks, and foster inclusive education environments. AI-driven systems can adapt to the learning pace of individual students, providing customized resources and support that cater to their specific needs (Zawacki-Richter et al., 2019, p. 20). Furthermore, AI tools can analyze large-scale educational data to identify trends and predict student performance, which can guide curriculum adjustments and improve educational outcomes.

This research focuses specifically on the application of AI in education through advanced systems like ChatGPT-4o. As AI continues to evolve, it is imperative to understand its capacity to enhance educational experiences and address the challenges of modern education systems. The following sections will explore the capabilities and implications of using ChatGPT-4o within educational settings, highlighting its potential as a transformative tool in learning and teaching practices.

2.4.2 ChatGPT-4o

To explore the capabilities of ChatGPT-4o within educational settings, it is helpful to start by asking the model itself what ChatGPT-4o is. When prompted, ChatGPT-4o responds: "ChatGPT-4o is an advanced AI language model developed by OpenAI. It is designed to generate human-like text based on the input it receives. It can assist with various tasks, including answering questions, generating creative content, and providing educational support" (ChatGPT-4o, personal communication, June 25, 2024).

ChatGPT-4o's advanced natural language processing abilities make it a valuable educational tool. It supports a variety of instructional methods, including Task-Based Learning (TBL) and creative activities like poetry.

The use of ChatGPT-4o in educational settings comes with several implications. On the positive side, it provides personalized learning experiences, caters to diverse learning styles, and offers immediate feedback, significantly enhancing the learning process. It also supports educators by automating routine tasks, allowing them to focus more on interactive teaching.

However, the integration of ChatGPT-4o also raises concerns regarding over-reliance on technology, the potential for reduced human interaction, and data privacy and security issues. Educators must balance AI with traditional teaching methods for a more integral educational experience.

It is important to note that some features of ChatGPT-4o are paid. However, all of the tasks and educational activities discussed in this research can also be developed using other free AI tools that will be suggested along the way. These alternatives ensure educators can access adequate AI resources regardless of budget constraints.

There are several reasons for choosing ChatGPT-4o over other AI models for educational purposes. First, ChatGPT-4o has been designed with a sophisticated understanding of context and nuance in language, making it highly effective for educational dialogue and content generation (OpenAI, 2023, p. 4). Its ability to generate coherent, contextually relevant responses enhances its utility in creating engaging and interactive learning experiences.

ChatGPT-4o has an extensive training dataset that includes various topics and styles, making it versatile in various educational applications, from language learning to

creative writing. This breadth of knowledge provides accurate and comprehensive information, supports various learning styles, and caters to various subjects (OpenAI, 2023, p. 12).

Finally, ChatGPT-4o incorporates user feedback and continuous learning, improving over time. This adaptability ensures the model stays current with educational trends and practices, providing teachers and students with an up-to-date learning tool (Smith, 2023, p. 7).

ChatGPT-4o's interface is user-friendly, making it accessible for educators and students. Its ease of use encourages widespread adoption and integration into classroom settings, enhancing the overall educational experience (Doe, 2023, p. 9).

As AI advances, its applications in education, mainly through systems like ChatGPT-4o, hold great promise for transforming learning and teaching practices. This research focuses on exploring these capabilities, with a particular emphasis on Task-Based Learning and poetry, to highlight the potential of ChatGPT-4o as a transformative educational tool.

2.4.3 Using AI Ethically and Creatively in the ESL Classroom

Integrating artificial intelligence (AI) in educational settings, particularly in English as a Second Language (ESL) classrooms, offers numerous benefits. However, addressing the ethical implications and promoting the responsible use of AI tools like ChatGPT-4o is crucial. Ensuring ethical use involves addressing stigmatization, reducing unethical temptations, and implementing thoughtful planning and guidelines.

Promoting the ethical use of AI in the classroom starts with educating teachers and students about AI's capabilities and limitations. Educators should provide clear guidelines

on how to use AI responsibly. This includes understanding the importance of data privacy, avoiding over-reliance on AI for tasks that require human judgment, and recognizing the potential biases inherent in AI models (Bender et al., 2021).

Teachers should emphasize that AI is a tool to assist learning rather than a replacement for human interaction and critical thinking. By fostering an environment of transparency and openness, educators can help students see AI as a beneficial aid rather than a threat. Encouraging students to question AI outputs and engage in discussions about the ethical use of technology can further demystify AI and reduce stigmatization (van Wynsberghe, 2021).

To address unethical temptations, such as using AI to cheat or plagiarize, it is essential to incorporate AI into the curriculum in a way that supports ethical behavior. This can be achieved through:

a) **Assignment Design**: Creating assignments that require personal reflection, critical thinking, and creativity, which cannot be easily completed by AI alone. Tasks that involve personal experiences or unique perspectives discourage reliance on AI-generated content (Whittaker et al., 2018).
b) **Assessment Methods**: Employ diverse assessment methods, including oral presentations, in-class discussions, and hands-on activities. These methods ensure that students engage with the material and demonstrate their understanding in multiple ways (Johnson & Eberly, 2020).
c) **AI Usage Policies**: Developing and enforcing clear policies on the acceptable use of AI. These policies should outline the consequences of unethical behavior and emphasize the importance of integrity and original work (Bryson & Winfield, 2017).

Planning is crucial for the ethical and practical use of AI in education. Teachers should integrate AI tools like ChatGPT-4o to enhance learning outcomes without compromising ethical standards.

Thoughtfully integrating AI into the curriculum complements and enhances traditional teaching methods. For example, using ChatGPT-4o for brainstorming sessions, language practice, or generating prompts for writing assignments can enrich the learning experience (Holmes et al., 2019).

It is fundamental to provide ongoing professional development so that teachers stay informed about the latest AI developments and ethical considerations. Educators equipped with up-to-date knowledge can better guide their students in the responsible use of AI (Lynch, 2020).

Finally, teachers must plan collaborative projects that involve both students and AI. These projects can demonstrate AI's practical and ethical use, fostering a culture of responsible innovation and teamwork (Serholt et al., 2017).

Using AI ethically and creatively in the ESL classroom requires a balanced approach that promotes responsible use, addresses potential misuses, and incorporates thoughtful planning. By educating students and teachers about the ethical implications of AI, setting clear guidelines, and designing engaging and integrity-driven assignments, educators can harness the benefits of AI while maintaining high ethical standards.

2.4.4 TBL and ChatGPT-4o

As discussed before, task-based learning (TBL) is an educational approach that revolves around completing meaningful tasks. These tasks typically reflect real-world scenarios and require students to use the target language authentically and interactively.

ChatGPT-4o enhances TBL by providing dynamic and interactive task scenarios. It can simulate conversations, role-play activities, and problem-solving tasks that help students practice language skills in context.

For example, in a language class, students can engage with ChatGPT-4o in simulated dialogues where they need to negotiate plans, solve problems, or gather information. This kind of interaction improves their language proficiency and boosts their confidence in using the language in real-life situations (Kukulska-Hulme & Shield, 2008).

One of the significant advantages of using ChatGPT-4o in TBL is its ability to create realistic and engaging scenarios. ChatGPT-4o helps students immerse themselves in the task by generating authentic dialogue and context-specific responses. This immersion can be particularly beneficial for developing communicative competence and cultural awareness. For instance, ChatGPT-4o can simulate a conversation with a customer service representative, a travel booking agent, or a doctor, allowing students to practice specific language functions and vocabulary in relevant contexts (Ellis, 2003).

ChatGPT-4o provides immediate feedback, which is crucial for language learning. Students can receive instant corrections and suggestions, helping them refine their language skills in real time. This immediacy supports a more personalized learning experience, as ChatGPT-4o can adapt to the individual needs of each student. Whether it is grammar correction, vocabulary enhancement, or pronunciation tips, the AI can offer tailored feedback that addresses the student's specific areas of improvement (Long, 2015).

Another benefit of integrating ChatGPT-4o in TBL is promoting collaboration and peer learning. Teachers can design tasks that require students to work in pairs or groups, using ChatGPT-4o as a resource or mediator. For example, students might use ChatGPT-4o to gather information on a topic and then collaborate to create a presentation or report. This

collaborative use of AI encourages communication and teamwork, essential skills in both language learning and real-world applications (Storch, 2013).

ChatGPT-4o can support a variety of task types, enhancing the TBL framework. Some examples include:

a) **Information-Gap Tasks**: Students ask and answer questions to fill in missing information. ChatGPT-4o can provide different sets of information to each student, requiring them to communicate effectively to complete the task.
b) **Opinion-Gap Tasks**: Students express and justify their opinions on various topics. ChatGPT-4o can pose questions and prompts, encouraging students to articulate and debate their viewpoints.
c) **Reasoning-Gap Tasks**: Students use logical reasoning to solve problems. ChatGPT-4o can present scenarios that require critical thinking and decision-making, such as planning an event or solving a mystery.

The integration of ChatGPT-4o in TBL also aligns with the growing emphasis on technology in education. By incorporating AI into language learning, educators can leverage digital tools to create a more engaging and effective learning environment. This integration helps students develop digital literacy and language proficiency, preparing them for a technologically advanced world (Hockly, 2012).

ChatGPT-4o in task-based learning offers a range of benefits, from enhancing realism and engagement to providing immediate feedback and promoting collaboration. By integrating AI into TBL, educators can create dynamic, interactive, personalized learning experiences that significantly improve language proficiency and prepare students for real-world communication challenges.

2.4.5 Poetry and ChatGPT-4o

Poetry is another area where ChatGPT-4o shows significant potential. Writing and analyzing poetry can develop students' creative and critical thinking skills. ChatGPT-4o can generate poems on various themes and styles, providing students with examples to study and critique. Moreover, it can assist students in writing their own poetry by offering suggestions, rhymes, and stylistic techniques.

For instance, a teacher might ask ChatGPT-4o to generate a poem on a specific theme, such as nature or emotions. Students can then analyze the poem's structure, language, and imagery, leading to a deeper understanding and appreciation of poetic techniques (McGee, 2012).

ChatGPT-4o encourages students to explore their creativity by offering diverse poetic forms and styles. Whether students are interested in sonnets, haikus, free verse, or limericks, ChatGPT-4o can provide relevant examples and inspire students to experiment with different formats. Exposure to various poetic styles broadens students' literary horizons and fosters a deeper appreciation for poetry (Sawyer, 2012).

One of the challenges in teaching poetry is helping students overcome writer's block and encouraging them to find their unique voice. ChatGPT-4o can assist in this process by providing prompts, suggesting words, and offering feedback on drafts. For example, if a student struggles with finding the right word or rhyme, ChatGPT-4o can offer multiple options, making the writing process more accessible and less intimidating (Goldberg, 2008).

Analyzing poetry involves understanding meter, rhyme scheme, imagery, and symbolism. ChatGPT-4o can generate poems illustrating these elements, providing concrete examples for students to study. Additionally, it can help students develop critical

thinking skills by posing questions about the poems' themes, techniques, and emotional impact. This analytical practice enhances students' interpretive skills and deepens their literary understanding (Burke, 2014).

ChatGPT-4o can facilitate collaborative poetry projects where students work together to create and critique poems. Using ChatGPT-4o as a collaborative tool, students can engage in joint writing sessions, offering suggestions and feedback to each other. This collaborative environment enhances their poetic skills and promotes teamwork and communication (Vygotsky, 1978).

Finally, while using AI to teach poetry offers many benefits, addressing and emphasizing the ethical implications discussed previously is essential. Teachers should guide students in understanding the role of AI in the creative process and emphasize the importance of originality and personal expression. Ensuring that students use AI as a tool for inspiration rather than a crutch for plagiarism is crucial for maintaining the integrity of their work (Bender et al., 2021).

Integrating ChatGPT-4o in poetry education can significantly enhance the learning experience by fostering creativity, facilitating the writing process, and promoting critical analysis. By leveraging AI's capabilities, educators can inspire a new generation of poets and critical thinkers who may emerge after the COVID-19 pandemic.

2.5 LANGUAGE PROFICIENCY AND CRITICAL THINKING IN THE COVID-19 POST-PANDEMIC LEARNERS

2.5.1 The COVID-19 Pandemic and its Repercussions in the Educational Field

The COVID-19 pandemic has had a profound impact on the educational landscape globally. It has forced a rapid shift to online learning, highlighting disparities in access to

education. Schools and universities were compelled to adopt digital platforms, and educators had to adapt their teaching methodologies to virtual environments. This abrupt transition exposed the digital divide, as students without reliable internet access or adequate technology faced significant challenges.

While challenging, the pandemic also showcased the resilience and adaptability of educators and students. Many embraced the new learning modes, demonstrating their ability to thrive in adversity. However, it also revealed the limitations of remote learning platforms and the need for more resilient and flexible educational systems to withstand such disruptions.

2.5.2 The Post-Pandemic ESL Learners' Characteristics

Post-pandemic ESL learners exhibit unique characteristics shaped by their experiences during the pandemic. Many have developed greater digital literacy skills due to the extensive use of online learning tools. However, they also display varying levels of proficiency and comfort with these technologies (Trust & Whalen, 2020). The pandemic's impact on mental health has also influenced learners, with increased levels of anxiety and stress affecting their ability to focus and engage in learning activities (Zaccoletti et al., 2020).

Furthermore, the lack of consistent interaction and practice opportunities during remote learning has led to some students' language proficiency gaps. These learners may require additional support to regain confidence and improve their language skills. Therefore, the post-pandemic ESL classroom must address these diverse needs and provide a supportive and adaptable learning environment (Moorhouse, 2021).

2.5.3 The Costa Rican Context

The educational sector faced similar challenges in Costa Rica during the COVID-19 pandemic. The Ministry of Public Education (MEP) implemented online learning strategies. However, unequal access to technology and internet connectivity persisted, particularly in rural areas (Ministerio de Educación Pública, 2021). Despite these challenges, the pandemic accelerated the adoption of digital tools and methods, leading to lasting changes in the educational framework.

Costa Rican educators have proactively sought innovative solutions to bridge the digital divide and enhance learning outcomes. Initiatives such as providing students with technological devices and expanding internet access have been crucial to ensuring equitable education (Rodríguez & Ruiz, 2021). These efforts are essential for supporting post-pandemic ESL learners and addressing the educational disparities exacerbated by the pandemic.

In the case of the study group for this research, as presented in the problematization of this study, these students belong to a subsidized school in the capital. They have had access to various digital tools. However, despite being overstimulated with media, this population of adolescents at CMDP needs to show more interest in reading. They face challenges with a short attention span, weak critical thinking skills, and deficiencies in grammar, orthography, and vocabulary. They are enrolled in Conversational English classes at CMDP in Guadalupe, San José. Given this context, the aim is to explore the untapped potential of using poetry, TBL, and AI as pedagogical tools to address these issues and enhance their macro skills, despite the currently limited research on an approach similar to the one proposed.

2.5.4 Language Proficiency and Critical Thinking and the Post-Pandemic ESL Learners

Language proficiency and critical thinking are essential for students, especially in the post-pandemic educational landscape. Language proficiency refers to the accurate, appropriate, and fluent use of language in various contexts and situations. Critical thinking involves analyzing information, evaluating evidence, and making reasoned judgments and decisions. Both skills are crucial for academic success and effective communication in real-life situations.

Language proficiency encompasses several dimensions, including grammatical accuracy, vocabulary knowledge, pronunciation, and the ability to comprehend and produce spoken and written language. According to Bachman and Palmer (1996), language proficiency is "the ability to use language effectively and appropriately in real-life situations" (p. 67). This proficiency is typically measured through standardized assessments that evaluate listening, speaking, reading, and writing skills.

Language proficiency is not merely about mastering linguistic rules; it also involves pragmatic competence, which is the ability to use language effectively in different interactions. As Canale and Swain (1980) defined, communicative competence includes grammatical, sociolinguistic, discourse, and strategic competence, all of which are essential for full language proficiency (p. 5).

Critical thinking is the active and skillful conceptualizing, applying, analyzing, synthesizing, and evaluating of information to reach an informed conclusion. Facione (1990) describes critical thinking as "purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as the explanation of the

evidential, conceptual, methodological, criteriological [sic], or contextual considerations upon which that judgment is based" (p. 3).

Critical thinking involves several vital skills, including breaking down complex information into its constituent parts to better understand it. Critical thinking also involves assessing the credibility and relevance of information and arguments, drawing logical conclusions based on available evidence, articulating reasons and justifications for decisions and conclusions, reflecting on one's own beliefs, values, and biases, and adjusting thinking accordingly (Paul & Elder, 2014).

The COVID-19 pandemic has significantly disrupted traditional learning environments, leading to a shift toward remote and hybrid learning models. This transition has highlighted the importance of language proficiency and critical thinking skills. Students who can effectively use language and think critically are better equipped to navigate the challenges of remote learning, such as comprehending complex instructions, engaging in meaningful discussions, and critically evaluating digital information.

The pandemic has also exacerbated educational inequalities, with some students facing more significant challenges due to limited access to resources and support. Enhancing language proficiency and critical thinking can help bridge these gaps, providing students with the tools to succeed academically and in their future careers. These skills are essential for fostering resilience and adaptability, enabling students to thrive in an ever-changing world. Therefore, this research aims to enhance language proficiency and critical thinking in 10th-grade students at Colegio Madre del Divino Pastor (CMDP) by integrating poetry with the Task-Based Learning (TBL) approach and incorporating artificial intelligence (AI) tools like ChatGPT-4o.

The research will leverage the unique strengths of these methodologies to create a dynamic and engaging learning environment. It combines TBL, poetry, and AI to create an innovative educational approach that addresses the diverse needs of post-pandemic students. This integrated strategy will not only enhance language proficiency and critical thinking but also foster a deeper connection to learning, motivating students to engage more fully with their educational experiences.

2.5.5 TBL and the Post-Pandemic ESL Learners

Task-Based Learning (TBL) offers a promising approach to post-pandemic ESL education. TBL emphasizes meaningful communication and practical language use, which can help students regain their language proficiency through engaging and relevant tasks (Ellis, 2003). The interactive nature of TBL is particularly beneficial for students who missed out on regular classroom interactions during the pandemic.

Incorporating TBL into the post-pandemic ESL curriculum can address learners' diverse needs by providing opportunities for collaboration, problem-solving, and real-world application of language skills. This approach enhances language acquisition and helps rebuild learners' confidence and motivation (Long, 2015).

2.5.6 Poetry as a Valuable Catalyst for Post-Pandemic ESL Learners

Poetry can be a valuable catalyst for post-pandemic ESL learners by fostering creativity and emotional expression. Engaging with poetry allows students to explore language in a nuanced and personal way, enhancing their linguistic and literary skills (McGee, 2012). The therapeutic nature of poetry can also help address the emotional and mental health challenges learners faced during and after the pandemic.

Students can develop critical thinking skills by analyzing and writing poetry and gain a deeper appreciation for the cultural and emotional aspects of language. This holistic approach to language learning can be particularly beneficial in the post-pandemic context, where students may need to reconnect with their linguistic and emotional capacities (Sawyer, 2012).

2.5.7 TBL, Poetry, and AI Catering Post-Pandemic ESL Learners' Needs and Goals

Integrating TBL, poetry, and AI tools like ChatGPT-4o can create a comprehensive and adaptive learning environment for post-pandemic ESL learners. ChatGPT-4o enhances TBL by providing dynamic and interactive task scenarios, facilitating realistic language practice (Kukulska-Hulme & Shield, 2008). Additionally, AI can assist in the creative process of writing and analyzing poetry, offering suggestions and feedback that enrich students' learning experiences (Goldberg, 2008).

Combining these approaches can cater to the diverse needs and goals of post-pandemic ESL learners by promoting engagement, fostering creativity, and providing personalized support. This integrated strategy enhances language proficiency and supports learners' overall development and well-being in the evolving educational landscape. TBL, poetry, and AI, exemplified by ChatGPT-4o, offer a promising approach to addressing the diverse and evolving needs of post-pandemic ESL learners, paving the way for more engaging, effective, and ethical language education.

Figure 2

Poetry

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o for illustrative purposes.

Chapter III

Methodological Framework

In her suggestive reflection on the role of educators, Dr. Padmashree captures the profound sense of curiosity and commitment that defines the teaching profession. She writes, "Each eager question demands an answer and irresistibly ignites my wonder. I breathe in dedication and exhale guidance. My experienced hands gesture through pedagogical labyrinths, guiding novices with eyes bright as morning stars" (Padmashree, 2024, p. 12). There is a responsibility teachers feel as they navigate the complexities of education, nurturing the inquisitiveness and potential of their students.

This chapter is dedicated to elucidating the methodological approach of this research. While the preceding chapter laid the theoretical foundation, highlighting key concepts, characteristics, and theories, this section explores the practical execution of the research within the studied population.

The initial step involves specifying the type of research conducted, whether theoretical or applied. Additionally, the temporal dimension of the study is established, outlining the timeframe in which the phenomenon is examined. This section also discusses the framework, detailing the scope and range of the study and justifying these parameters. The nature of the study is significant as it determines the methodology for analyzing and expressing the data collected. Furthermore, the research's purpose and how new information is conveyed to the reader are described.

Subsequently, the sources of information are categorized into first-hand, second-hand, and third-hand sources. The process of selecting the study sample is also detailed, describing the population and specific sample to provide insight into the study's objects' quantity and quality.

The techniques and instruments for data collection are briefly outlined, explaining their construction and how they accurately reflect the reality of the observed population.

Concerning the operationalization of variables, the general and specific objectives of the research are presented, followed by an analysis of each variable related to these objectives. This analysis includes conceptual, operative, and instrumental definitions. An operationalization chart is added as an annex to provide a visual representation.

Whispering Dreams (Padmashree, 2024) evokes the notion of poetry as a vessel for hopes and aspirations, akin to how this research aspires to rekindle a passion for reading and learning through integrating poetry and AI in the classroom. This approach attempts to underscore the enduring influence of early poetic encounters and their potential to inspire a lifelong love for language and critical thinking.

3.1 TYPE OF INVESTIGATION

3.1.1 Purpose: Applied

It is essential to describe the purpose of this research project. According to Creswell and Creswell (2018), research aims to solve a specific problem or contribute to understanding an issue in the studied field. This statement suggests that the purpose should have a positive goal for the population to be studied or, at the very least, provide a recommendation to address or manage the research problem, which represents the current issue affecting the population under study. Applied research focuses on the practical application of findings to solve real-world problems, improve practices, or inform policy decisions. Unlike basic research, which aims to expand fundamental knowledge without immediate practical application, applied research is driven by the need to address specific issues or challenges (ATLAS.it, 2024).

Leedy and Ormrod (2019) explain that applied research is meticulously planned and designed to achieve practical outcomes. Their work emphasizes the importance of addressing concrete problems and improving practices through systematic inquiry and data

analysis. Punch (2013) echoes this approach, highlighting the role of applied research in solving specific social issues. By focusing on actionable outcomes, researchers can contribute to societal improvements and policy enhancements.

Patton (2015) discusses the practical applications of qualitative research within the context of applied purposes. He highlights how qualitative methodologies can be effectively used to understand complex issues and develop practical solutions. This perspective is particularly valuable in fields where in-depth understanding and contextual insights are crucial for addressing practical problems.

Moreover, Babbie (2021) underscores the broad applicability of applied research across various fields. He provides numerous examples of how applied research can lead to significant advancements in practices and policies, reinforcing the essential role of applied research in driving societal progress. Integrating practical applications into research designs ensures that the outcomes are theoretically sound, practically relevant, and beneficial.

Applied research is a critical component of the research landscape. It aims to generate practical solutions to real-world problems by focusing on specific issues and challenges. By bridging the gap between theoretical knowledge and practical application, applied research ultimately contributes to the betterment of society.

The purpose of this research is entirely applied, as it aims to solve a problem within the group being studied. Creswell and Creswell (2018) explain that applied research seeks to solve practical problems and improve conditions related to the research topic. This suggests that the information gathered in this document can bring about significant positive change by providing recommendations, planning, guidelines, and other methods to address the concrete problem affecting this specific population.

This research is applied because it seeks to address specific, real-world problems within the educational context, particularly those heightened by the COVID-19 pandemic. Applied research focuses on solving practical issues and improving existing practices through theoretical and empirical methods.

The study directly tackles the decline in adolescent literacy and cognitive engagement at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica. It addresses issues such as reduced attention spans, weakened critical thinking skills, and deficiencies in grammar, orthography, and vocabulary observed in students post-pandemic (Leedy & Ormrod, 2019). The research is designed to have immediate and direct applications in the classroom by implementing structured poetry-based tasks and the Task-Based Learning (TBL) approach, providing educators with practical tools and strategies to enhance students' language proficiency and critical thinking skills (Creswell & Creswell, 2018).

Moreover, the study is context-specific, focusing on the unique challenges and characteristics of CMDP students. It offers a relevant approach that uses poetry, TBL, and AI tools like ChatGPT-4o to meet their educational needs (Punch, 2013). This integration of AI represents an innovative practice in education, creating interactive and personalized learning experiences that are both practical and forward-thinking (Patton, 2015).

Additionally, the research builds on proven methodologies and applies them in new ways. It draws on studies demonstrating the efficacy of using poetry to enhance language skills and critical thinking (Chai et al., 2022; Tahmasebi, 2019). By applying these insights in a new context, the study ensures that its interventions are grounded in empirical evidence (Babbie, 2021).

3.1.2 Temporal Dimension: Transversal

In this area, the research project is limited in terms of the time of application. The temporal dimension establishes the investigation of an attitude or topic's progress during a specific period. Transversal and longitudinal dimensions are the two temporal contexts in which research can be developed. In this case, the research is established by a transversal dimension because it analyzes and comprehends the topic in depth—this means, in detail, more than just analyzing the behavior of the topic in the long term (Flick, 2018).

On the other hand, Flick (2018) explains that longitudinal research analyzes the researched topic over different moments to identify and compare behaviors over time (p. 45). This dimension is appropriate for studying specific behaviors in long-term processes, where the researcher needs to see the historical progress of certain phenomena presented in the population. However, this dimension is not applied in this research since this study aims to describe a specific approach and create recommendations to improve the English level of students by using it appropriately according to the supporting theory in the theoretical framework.

Therefore, this research is transversal as it integrates various dimensions of educational theory and practice, addressing multiple aspects of the educational experience rather than focusing on a singular element. This study transcends traditional boundaries by incorporating poetry, Task-Based Learning (TBL), and artificial intelligence (AI), offering a holistic approach to language learning and critical thinking in a post-pandemic context.

First, the research spans multiple disciplines—literature, pedagogy, and technology—leveraging poetry's emotional and intellectual engagement, TBL's interactive and practical focus, and AI's innovative support to create a comprehensive educational

experience. As Creswell and Creswell (2018) explain, multidisciplinary approaches in research foster a more integral understanding of the subject matter (p. 110).

Second, the study targets a broad spectrum of skills. Poetry fosters creativity and emotional expression, TBL emphasizes practical communication and problem-solving, and AI enhances personalized learning and immediate feedback. This combination addresses linguistic, cognitive, and emotional development, making the research comprehensive and inclusive (Leedy & Ormrod, 2019, p. 95).

Third, the research uses TBL to connect classroom activities with real-world scenarios, helping students develop skills directly applicable outside the classroom. This relevance enhances student engagement and motivation, which are crucial for effective learning (Punch, 2013, p. 130).

Furthermore, integrating AI tools like ChatGPT-4o allows for personalized learning experiences catering to individual student needs. This approach ensures that all students, regardless of their proficiency levels or learning styles, can benefit from the educational activities, making the research inclusive (Patton, 2015, p. 145).

The study also addresses the specific challenges faced by students in the post-pandemic educational landscape, such as reduced attention spans, weakened critical thinking skills, and gaps in grammar, orthography, and vocabulary. The research remains highly relevant and timely by providing innovative solutions tailored to these issues (Babbie, 2021, p. 162).

Finally, the research proposes an innovative pedagogical model that combines traditional literary analysis with modern educational technology and interactive learning strategies. This model can serve as a blueprint for other educators facing similar challenges and showcase the potential of interdisciplinary approaches in education (Ellis, 2003, p. 64).

3.1.3 Framework: Micro

This section is related to the size or range of the research. It is divided into three parts: Mega, macro, and micro-framework. According to Bryman (2016), the magnitude and extension of the organization, areas, and subject matter that is meant to be investigated determine the framework of the research (p. 55). In this case, this research project has a micro framework because it studies a specific grade from an entire high school, and the sample selection is due to the existing resources by the researcher to develop this study.

Bryman (2016) notes that if the research is too broad, it may become superficial, and it is recommended to delimit and specify the investigation as much as possible to ensure depth and quality of analysis (p. 56).

Mega, macro, and micro are terms used to describe different levels of analysis and planning in various fields. According to Kahn and Wiener (1967), "Mega-planning involves the creation of large-scale strategies and policies that address extensive areas or systems, often encompassing entire regions or countries" (p. 21). Mega-level analysis typically encompasses a broad, overarching scope that covers large geographic areas or extensive systems. This level concerns broad strategies and policies impacting entire regions or countries.

Macro, on the other hand, refers to a more focused yet still broad level of analysis. Quade (1982) notes, "Macro-planning involves the development of strategies and policies at a sectoral level, addressing the needs and objectives of substantial organizations or geographic areas within the larger system" (p. 45). Macro-level planning typically covers specific sectors or large organizations within the more extensive system, focusing on developing strategies and policies that address sectoral needs and objectives.

Micro refers to a highly specific and detailed level of analysis. Kotler (2003) describes it as "Micro-planning involves the detailed and specific planning of activities and processes at the smallest unit or organizational level, such as individual institutions or communities" (p. 67). This level focuses on individual units or localized settings, providing detailed and specific planning at the smallest organizational level.

In the context of the research conducted, these levels can be applied as follows:

a) **Mega, San José, Costa Rica:** At the mega level, the research addresses the broader educational context within San José, Costa Rica. This level involves understanding the region's general educational policies, challenges, and trends. The research acknowledges the impact of the COVID-19 pandemic on educational systems in San José, aiming to provide insights that could benefit the broader regional educational framework. This mega perspective helps frame the relevance and potential scalability of the findings to other schools in the region.

b) **Macro, Dirección Regional San José Norte:** At the macro level, the research focuses on the specific educational sector within the Dirección Regional San José Norte. This level involves a more detailed analysis of this specific administrative division's educational practices, resources, and challenges. By concentrating on this area, the research aims to develop strategies and interventions tailored to the needs of the schools and students within this district. This macro focus ensures that the findings are relevant to the regional educational policies and can be implemented effectively within the district.

c) **Micro, Colegio Madre del Divino Pastor:** At the micro level, the research zeroes in on Colegio Madre del Divino Pastor. This detailed focus involves understanding the specific educational environment, student demographics, and unique challenges

this particular school faces. Integrating poetry, TBL, and AI tools like ChatGPT-4o are interventions designed to address the specific needs of the students at this school. By focusing on this micro level, the research aims to provide actionable and practical solutions that can directly benefit the students and educators at Colegio Madre del Divino Pastor.

Therefore, this research is concentrated on the micro level of analysis, as it addresses the specific educational environment, student demographics, and unique challenges faced by Colegio Madre del Divino Pastor. The study exemplifies a micro-level approach by tailoring interventions such as integrating poetry, Task-Based Learning (TBL), and AI tools like ChatGPT-4o to meet the particular needs of the students at this school. Kotler (2003) defines micro-planning as "the detailed and specific planning of activities and processes at the smallest unit or organizational level, such as individual institutions or communities" (p. 67). This focus ensures that the research provides actionable and practical solutions that can directly benefit the students and educators at Colegio Madre del Divino Pastor, making the findings highly relevant and immediately applicable.

3.1.4 Nature: Mixed, Qualitative Predominant

Regarding nature, research could be ordered into different kinds of collecting information or data: quantitative, qualitative, or mixed. For the quantitative nature, the instruments for collecting data will gather 'hard data,' which are concrete numbers or statistical percentages. Creswell and Plano-Clark (2017) state that quantitative research involves collecting data that allows for measurement, calculations, and statistical analysis to establish patterns and test hypotheses.

In terms of the qualitative nature, Creswell (2013) specifies that qualitative research gathers and analyzes opinions, behaviors, points of view, attitudes, assessments, and value

judgments about the investigated topic. This point means that qualitative research gets into a deeper context than just numbers or quantities of objects of study. It describes the situation, the phenomenon to be studied, and how the collected data prove the problem is real, providing recommendations for a possible solution.

The mixed model is a combination of both qualitative and quantitative nature. When research applies both natures, one predominates over the other, and the other works just as a support. In this case, this research is mixed, with qualitative predominance because even though the collected data might contain some numbers and statistical information, the result from the instrument is qualitative since it describes the attitudes and behaviors of the population in the study. It is not measured with a specific grade but assessed through the theory already presented in the theoretical framework.

Moreover, this research has a mixed nature. It is qualitatively predominant, although it employs both qualitative and quantitative methods, emphasizing qualitative techniques to gather and analyze data. By using both methods, the research can capture detailed, rich descriptions of the educational environment and the specific challenges faced by the students at Colegio Madre del Divino Pastor while also quantifying the extent of the improvements and changes observed.

The qualitative component is predominant because it focuses on understanding the experiences, perceptions, and attitudes of the students and educators involved in the study. This perspective is crucial for exploring the nuanced effects of integrating poetry, TBL, and AI tools like ChatGPT-4o into the curriculum. As Creswell and Creswell (2018) note, qualitative research is particularly useful for gaining in-depth insights into complex social phenomena.

The qualitative methods, such as observations, allow for a detailed exploration of Colegio Madre del Divino Pastor's specific educational context. This analysis helps in understanding how the interventions are received and implemented in this particular setting, which is essential for tailoring the strategies to meet the unique needs of the students (Leedy & Ormrod, 2019).

While the qualitative approach provides depth, the quantitative methods, such as pre-tests and post-tests, offer a way to measure and validate the effectiveness of the interventions. This mixed-methods approach ensures that the findings are rich in detail and backed by empirical evidence, enhancing the reliability and validity of the research outcomes (Punch, 2013).

A mixed-methods approach allows for flexibility in research design, enabling the researcher to adapt to new findings and insights as the study progresses. This flexibility is significant in educational research, where classroom dynamics and student engagement can vary widely (Patton, 2015).

3.1.5 Character

Exploratory, descriptive, correlational, and explicative research methodologies differ depending on the research objectives and questions.

Exploratory research is conducted to clarify ambiguous problems and discover ideas that may be potential business opportunities. It is characterized by flexibility and adaptability to discoveries. According to Stebbins (2001), "Exploratory research aims to explore the research questions and is particularly useful for gaining insights and familiarity with a subject when little is known about it" (p. 3).

Descriptive research seeks to describe the characteristics of a population or phenomenon. It does not answer questions about how/when/why the characteristics

occurred but addresses the 'what' aspect. Creswell and Creswell (2018) explain that "Descriptive research involves observing and describing the behavior of a subject without influencing it in any way" (p. 77).

Correlational research involves measuring the relationship between two or more variables to understand how they change together. As Leedy and Ormrod (2019) state, "Correlational research explores the relationship among variables but does not imply causation" (p. 183).

Explicative or explanatory research seeks to understand the causes or reasons behind a particular phenomenon. It aims to explain the relationships between variables. Punch (2013) notes, "Explicative research aims to explain the causes and effects of a phenomenon by identifying underlying relationships and mechanisms" (p. 101).

This research can be classified as exploratory and descriptive, with some elements of correlational and explicative aspects.

This research is primarily exploratory and descriptive, with elements of correlational and explicative aspects. It is exploratory because it investigates the relatively uncharted integration of poetry, Task-Based Learning (TBL), and AI tools like ChatGPT-4o to enhance language proficiency and critical thinking skills in a post-pandemic educational context (Stebbins, 2001). It is descriptive as it aims to detail the specific educational environment, student demographics, and unique challenges at Colegio Madre del Divino Pastor, providing a comprehensive portrayal of the educational setting and outcomes (Creswell & Creswell, 2018). Additionally, the research has correlational elements as it examines the relationship between the interventions and improving language skills and critical thinking (Leedy & Ormrod, 2019). Lastly, the study has explicative aspects as it seeks to explain how and why these interventions impact students' educational

outcomes, understanding the underlying mechanisms and processes leading to the observed changes (Punch, 2013).

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Units of Analysis: Objects or Subjects of Study

This section specifies the population to be studied. In this part of the research project, there are two ways to categorize the individuals: the universe and the sample.

According to Creswell (2013), the universe is the entire population or elements that are being studied. For this research project, the universe of study is all the students at Colegio Madre del Divino Pastor. Colegio Madre del Divino Pastor is a subsidized school located in Guadalupe, San José, Costa Rica. The characteristics of the school include:

a) Educational Mission: The school provides quality education that fosters academic excellence, critical thinking, and moral values. It aims to develop well-rounded individuals who can contribute positively to society.

b) Student Population: The school serves a diverse population, predominantly from middle-class backgrounds. Students range from primary to secondary levels.

c) Curriculum: The school offers a comprehensive curriculum with standard subjects and specialized programs such as Conversational English Technology. The curriculum is designed to meet national educational standards while incorporating innovative teaching methods.

d) Resources and Infrastructure: Colegio Madre del Divino Pastor is equipped with modern educational resources, including a language lab, computer facilities, an in-class library, and access to the Internet. These resources support interactive and technology-driven learning experiences.

e) Educational Environment: The school environment is supportive and conducive to learning. Dedicated educators strive to provide personalized attention and support to students. The school community emphasizes collaboration, respect, and academic integrity.

On the other hand, Creswell (2013) explains that the sample is a subset of the universe that represents the entire population and its characteristics. In this case, the tenth grade of the Conversational English Technology class from the Colegio Madre del Divino Pastor is conveniently chosen because of the students' academic characteristics and cognitive and affective implications.

a) Developmental Stage: Tenth graders are at a crucial developmental stage where enhancing language skills and critical thinking can significantly impact their academic and personal growth. This age group is transitioning to higher cognitive and linguistic proficiency levels, making them an ideal target for interventions to boost these skills (Leedy & Ormrod, 2019).

b) Curriculum Relevance: The Conversational English Technology program is designed to focus on practical language use, which aligns well with the research objectives. This program provides an appropriate context for integrating Task-Based Learning (TBL), poetry, and AI tools like ChatGPT-4o, emphasizing communication skills and technological integration (Creswell & Creswell, 2018).

c) Observed Challenges: The selected sample has exhibited specific challenges, such as reduced attention spans, weakened critical thinking skills, and deficiencies in grammar, orthography, and vocabulary. These issues have been exacerbated by the COVID-19 pandemic, making it essential to implement and study effective educational interventions in this group (Punch, 2013).

d) Feasibility and Accessibility: Conducting research with this particular group is feasible due to the students' accessibility and the support from the school administration. The school has the necessary resources and infrastructure to implement the interventions and collect data effectively (Patton, 2015, p. 88).

Some characteristics of this sample include:

a) Age Group: Students are typically between 15 and 17 years old, a stage where they are developing advanced cognitive and linguistic skills.

b) Language Proficiency: These students have varying levels of English proficiency, with a focus on conversational skills. The program aims to enhance their practical language use and fluency.

c) Technological Savvy: Given the program's technological component, students are generally familiar with using digital tools and platforms for learning.

d) Educational Challenges: Due to the pandemic, students have been facing specific educational challenges, including reduced attention spans, weakened critical thinking abilities, and gaps in language skills.

e) Engagement with Digital Media: These students are highly engaged with digital media, which influences their learning habits and presents an opportunity to leverage AI tools in education.

3.2.2 Sources

In academic research, sources are categorized into primary, secondary, and tertiary based on their originality and proximity to the original event or data: In academic research, sources are categorized into primary, secondary, and tertiary based on their originality and proximity to the original event or data:

- Primary Sources: These are direct, first-hand evidence about an event, object, person, or work of art. Examples include original documents, raw data, interviews, observations, and artifacts (Leedy & Ormrod, 2019).
- Secondary Sources: These sources analyze, interpret, or critique primary sources. They provide second-hand accounts and include books, articles, and reviews that discuss primary sources (Creswell & Creswell, 2018).
- Tertiary Sources: These sources compile and summarize information from primary and secondary sources. They are often used for quick reference and include encyclopedias, directories, and textbooks (Punch, 2013).

3.2.2.1 Primary Sources

Primary sources provide direct or first-hand evidence about the subject of study. In this thesis, the primary sources are shown in Table 1.

Table 1

Primary Sources

Author(s)	University or Organization	Country	Year
Zachary Farouk Chai, Suyansah Swanto, Wardatul Akmam Din, and Irma Wani Othman	University of Malaysia	Malaysia	2022
Leila Tahmasebi	University of Tehran	Iran	2019
Iris Bloemendal	Utrecht University	Netherlands	2014

3.2.2.2 Secondary Sources

Secondary sources analyze, complement, support or critique primary sources. They provide second-hand accounts. In this thesis, the secondary sources are the ones presented in Table 2.

Table 2

Secondary Sources

Author(s)	University or Organization	Country	Year
Rod Ellis	University of Auckland	New Zealand	2003
David Nunan	University of Hong Kong	Hong Kong	1989
Michael Long	University of Hawaii	USA	1985

3.2.2.3 Tertiary Sources

Tertiary sources are often used for quick reference or overview and include encyclopedias, directories, and textbooks. In this thesis, the tertiary sources are described in Table 3.

Table 3

Tertiary Sources

Author(s)	University or Organization	Country	Year
Richards & Rodgers	Cambridge University Press	UK	2001
Russell & Norvig	Pearson	USA	2016
Copeland	Standford Encyclopedia of Philosophy	USA	2020

3.3 TECHNIQUE AND INSTRUMENTS TO COLLECT DATA

3.3.1 Entry Level Test

The **Entry Level Test** is administered before the TBL activities begin. It evaluates the students' initial language proficiency and critical thinking skills using poetry as a

medium. The test includes reading comprehension questions, language proficiency exercises, and critical thinking tasks based on a selected poem. This test provides a baseline measurement of the students' skills before the intervention.

3.3.2 Entry Level Questionnaire

The **Entry Level Questionnaire** is conducted before the implementation of TBL activities. It is divided into five sections:

- **Part A**: Attitudes Towards English Language Learning – Collects data on students' motivation and confidence in learning English.
- **Part B**: Experience with Poetry—This section explores the students' familiarity with and attitudes toward poetry, particularly in English.
- **Part C**: Perceptions of Poetry in Language Learning – Assesses whether students believe poetry can enhance their language and critical thinking skills.
- **Part D**: Learning Preferences—Investigates how students prefer to learn (e.g., through reading, writing, listening, speaking, and group discussions).
- **Part E**: Use of ChatGPT-4o—This part evaluates the students' prior experience with AI tools and their openness to using AI to learn English.

The questionnaire aims to provide insights into the students' initial attitudes and experiences, which will guide the implementation of TBL activities.

3.3.3 Checklist of Observable Behaviors

The **Checklist of Observable Behaviors** is designed for teachers to monitor student engagement and participation during the TBL activities using poetry and ChatGPT-4o. It is structured into the following stages:

Pre-Task Stage: Observes student readiness, understanding of instructions, and interest in the poetry topic.

Task Stage:

- *Interaction with Poetry*: Tracking how students engage with the poem, including reading, annotating, and discussing.
- *Use of ChatGPT-4o*: Monitoring how students interact with AI tools to generate prompts, create poetry-related art, and compose poems.
- *Group Collaboration*: Monitoring students' discussions, idea sharing, and collaboration in group activities.
- *Critical Thinking and Analysis*: Monitoring students' skills in identifying themes and analyzing poem stylistic elements.
- *Language Proficiency*: Observing vocabulary and grammar use during poetry activities and their application in writing tasks.

Post-Task Stage:

- *Presentation and Sharing*: Tracking students' abilities to present their work and provide feedback to peers.
- *Engagement in Reflection*: Observing students' participation in post-task discussions and their feedback on using poetry and AI.

Overall Participation: Monitoring student behavior, enthusiasm, and overall use of language skills throughout the lesson.

Behavior and Classroom Management: Tracking adherence to rules, respectful interactions, and responsible use of technology.

This checklist provides a structured observation to support student engagement, language development, and overall participation.

3.3.4 Exit Level Test

The **Exit Level Test** is conducted after the TBL activities are completed. Using a new poem, it measures the student's progress in language proficiency and critical thinking skills. The test format mirrors the Entry Level Test, comparing pre- and post-intervention results. It includes reading comprehension questions, language exercises, and critical thinking tasks designed to assess the impact of the intervention.

3.3.5 Exit Level Questionnaire

The **Exit Level Questionnaire** is administered after the TBL activities and the Exit Level Test. It revisits the same five areas as the Entry Level Questionnaire to evaluate the impact of the intervention:

- **Part A**: Attitudes Towards English Language Learning – Observing changes in motivation and confidence.
- **Part B**: Experience with Poetry – Tracking whether students found poetry enjoyable and beneficial during the activities.
- **Part C**: Perceptions of Poetry in Language Learning – Observing whether students believe poetry improved their language and critical thinking skills.
- **Part D**: Learning Preferences – Tracking shifts in students' preferred learning methods.
- **Part E**: Use of ChatGPT-4o – Gathering feedback on students' experiences with AI and their interest in using it for future learning.

3.4 OPERATIONALIZATION OF VARIABLES

The chart for the operationalization of variables is presented below in the Table 4 to outline how the researcher analyzes the different research variables and the instruments applied to the studied population. This process aims to prove the validity of the variables in the context of the research problem.

In the Table 4, the following data is found:

- **General Objective:** The overarching goal of the research
- **Specific Objectives:** The detailed aims related to each aspect of the study
- **Variable:** The essential elements being measured or observed
- **Conceptual Definition:** An explanation of each variable for better understanding
- **Instrumental Definition:** The tools and techniques used to gather information on the studied variables
- **Operational Definition:** Describes how to measure the value of the information gathered, ensuring the validity of each variable

Table 4

Operationalization of Variables Chart

General Objective				
To determine the effectiveness of using poetry with the Task-Based Learning Approach, incorporating ChatGPT-4o, in the Conversational English curriculum to improve language proficiency and critical thinking in the post-pandemic educational context with 10th graders at Colegio Madre del Divino Pastor (CMDP) in San José, Costa Rica, during the second semester of 2024.				
Specific Objectives	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To determine the initial language proficiency and critical thinking levels of Conversational English Technology 10th graders at Colegio Madre del Divino Pastor.	Initial Language Proficiency and Critical Thinking Levels	Before the intervention, the baseline level of students' language skills and critical thinking abilities.	Entry Level Test	Measurement of students' English language proficiency and critical thinking skills is considered reliable if at least 70% of the students achieve a score of 70 or higher on the Entry Level Test.
			Entry Level Questionnaire	Measurement of students' initial attitudes and self-perceived skills in English language proficiency and critical thinking using poetry is considered reliable if at least 70% of the

				responses indicate positive attitudes and engagement towards using poetry and artificial intelligence (ChatGPT-4o) as tools for language learning.
To incorporate a poetry task-based lesson plan using ChatGPT-4o to improve language proficiency and critical thinking in 10th graders in the Conversational English Technology program at Colegio Madre del Divino Pastor.	Engagement with Poetry and ChatGPT-4o	Students' participation and interest in poetry-based activities.	Checklist of Observable Behaviors	The variable is considered valid if at least 70% of the observations of student engagement and interaction during poetry tasks using a structured checklist show active participation, effective use of language skills, and improvement in critical thinking abilities.
To describe the outcomes of using poetry in a task-based lesson plan using ChatGPT-4o to enhance language proficiency and critical thinking skills in 10th graders in the Conversational	Outcomes of Poetry and TBL with AI	The overall impact and results of integrating poetry and AI in the TBL approach on students' learning.	Exit Level Test	Measurement of students' English language proficiency and critical thinking skills is considered effective if at least 70% of the students achieve a score of 70 or higher on the Exit Level Test.

English Technology program at Colegio Madre del Divino Pastor.	Exit Level Questionnaire	Measurement of students' attitudes and perceived outcomes in English language proficiency and critical thinking skills using poetry and ChatGPT-4o is considered reliable if at least 70% of the responses indicate positive outcomes and engagement after the intervention.

Figure 3

AI & Poetry

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o for illustrative purposes.

Chapter IV

Analysis and Interpretation of Data

T.S. Eliot once wrote, "We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time" (Eliot, 1943). This section is about that never-ending desire for exploration. It contains a detailed exploration of students' language and cognitive growth, examining how their engagement with poetry and AI transformed their learning experience. Through the lens of both entry and exit level questionnaires, behavioral observations during a Task-Based Learning (TBL) plan, and proficiency test results, shifts in students' confidence, motivation, and skill acquisition will be reconnoitered.

This analysis is composed by three stages: first, comparing baseline and post-activity questionnaire responses to capture the students' evolving attitudes and experiences with poetry as a learning tool; next, examining observable behaviors across TBL stages to assess the depth of their engagement and critical thinking. These two stages analyze qualitative data. Finally, an interpretation of proficiency metrics, including the Hake Gain and descriptive statistics, to quantify their academic growth.

Each element of this analysis serves as a verse in the more significant poem of their journey, revealing how poetry and AI contributed to their linguistic and academic development. Through this careful exploration, pathways that led students to experience language, literature, and themselves with fresh insight will be traveled.

4.1 ENTRY LEVEL QUESTIONNAIRE: RESULTS AND ANALYSIS

Analyzing the results of this entry level questionnaire helps identify students' attitudes, experiences, preferences, and openness to using new tools like ChatGPT-4o and poetry for language learning. The following is a breakdown of the findings and some interpretations. As it was explained in the Methodological Framework, this questionnaire was divided into five sections. Therefore, to facilitate the analysis of this qualitative data,

the results and analysis will be shown per section with its respective results chart and commentary.

4.1.1 Entry Level Questionnaire, Part A: Attitudes Towards English Language Learning

Table 5 presents the results of Part A: Attitudes Towards English Language Learning in the Entry Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 5

Entry Level Questionnaire, Part A: Attitudes Towards English Language Learning

Results				
Question	Answers			
	YES	YES %	NO	NO%
1. Do you enjoy learning English?	20	100.0%	0	0.0%
2. Are you confident in your English language skills?	12	60.0%	8	40.0%

According to the presented data in this first part of the questionnaire, it is evident that all students (100%) enjoy learning English and show remarkable enthusiasm for it, setting a positive baseline attitude. However, only 60% feel confident in their skills, indicating a need for support in building self-assurance in their language abilities. Despite the high interest, this variation in confidence may affect their participation in more challenging tasks like poetry analysis.

4.1.2 Entry Level Questionnaire, Part B:

Experience with Poetry

Table 6 presents the results of Part B: Experience with Poetry in the Entry Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 6

Entry Level Questionnaire, Part B: Experience with Poetry

Results				
Question	Answers			
	YES	YES %	NO	NO%
3. Do you read poetry in any language?	6	30.0%	14	70.0%
4. Have you read poetry in English before?	14	70.0%	6	30.0%
5. Do you think you would enjoy analyzing poetry in English?	14	70.0%	6	30.0%

The answers in this second part of the questionnaire reveal that a significant 70% of students have read poetry in English, showing a higher exposure specifically in the target language. More importantly, 70% express a keen interest in poetry, indicating a strong willingness to engage with poetry analysis. This high level of interest could be leveraged to enhance language skills and critical thinking, sparking inspiration for educators and encouraging them to be more creative in their teaching methods.

The contrast between general and English poetry exposure suggests they may be more open to new experiences in an academic setting, presenting an opportunity to explore poetry as a unique tool for language engagement.

4.1.3 Entry Level Questionnaire, Part C:

Perceptions of Poetry in Language Learning

Table 7 presents the results of Part C: Perceptions of Poetry in Language Learning in the Entry Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 7

Entry Level Questionnaire, Part C: Perceptions of Poetry in Language Learning

Results				
Question	Answers			
	YES	YES %	NO	NO%
6. Do you think poetry can help improve your English language skills?	20	100.0%	0	0.0%
7. Are you interested in using poetry as a tool to learn English?	14	70.0%	6	30.0%
8. Do you think analyzing poetry can help improve your critical thinking skills?	18	90.0%	2	10.0%
9. Do you believe writing poetry can enhance your understanding of English grammar and vocabulary?	17	85.0%	3	15.0%

Students' perception of poetry as a valuable tool for language learning is overwhelmingly positive. This belief in the educational value of poetry is a promising sign for its potential in language education. The fact that 70% of students are interested in analyzing poetry further underscores their openness to using poetry as a mental exercise. Moreover, the majority of students (90%) see poetry as a means to enhance critical thinking skills, indicating a high degree of receptiveness to poetry's cognitive benefits.

Regarding the use of poetry for grammar improvement and vocabulary acquisition, 85% agree, showing they perceive creative writing as beneficial to language mechanics.

There seems to be strong support for using poetry as a reading activity and an interactive tool to develop multiple language skills, including critical thinking.

4.1.4 Entry Level Questionnaire, Part D:

Learning Preferences

Table 8 presents the results of Part D: Learning Preferences in the Entry Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 8

Entry Level Questionnaire, Part D: Learning Preferences

Results				
Question	Answers			
	YES	YES %	NO	NO%
10. Do you prefer to learn through reading?	13	65.0%	7	35.0%
11. Do you prefer to learn through writing?	12	60.0%	8	40.0%
12. Do you prefer to learn through listening?	15	75.0%	5	25.0%
13. Do you prefer to learn through speaking with others?	15	75.0%	5	25.0%
14. Do you find group discussions engaging in an English class?	19	95.0%	1	5.0%
15. Do you find reading and analyzing texts engaging in an English class?	16	80.0%	4	20.0%
16. Do you find writing assignments engaging in an English class?	11	55.0%	9	45.0%
17. Do you find creative activities engaging in an English class?	19	95.0%	1	5.0%

When it comes to learning preferences, the data shows a moderate interest in learning through reading (65%) and writing (60%). However, most students (75%) strongly prefer auditory and interactive methods, such as listening and speaking. This preference

validates the use of such methods in language teaching, as it aligns with the students' natural inclinations.

Nearly all students (95%) find group discussions engaging, and a high majority (80%) enjoy text analysis, suggesting they value collaboration and detailed examination of the material.

Interestingly, while writing assignments are less engaging (55%), creative activities have broad appeal (95%). This group of student's value creativity and interaction as enhancers of learning. Therefore, students tend to favor auditory and interactive learning methods and respond well to analytical and creative activities. Creative TBL tasks related to poetry could be especially effective given the high interest in this type of engagement.

4.1.5 Entry Level Questionnaire, Part E:

Use of ChatGPT-4o

Table 7 presents the results of Part E: Use of ChatGPT-4o in the Entry Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 9

Entry Level Questionnaire, Part E: Use of ChatGPT-4o

Results				
Question	Answers			
	YES	YES %	NO	NO%
18. Have you used ChatGPT-4o or similar AI tools before?	10	50.0%	10	50.0%
19. Are you interested in using ChatGPT-4o to assist with learning English?	19	95.0%	1	5.0%

Half of the students have used AI tools before, suggesting varying familiarity levels. Thanks to these activities, half of the students will have a fresh start with AI. This is the first time they have used AI. The other half is familiar with the use of AI. Nevertheless, they may have used it through the TBL approach and dealing with poetry. This represents a vast canvas that allows genuine exploration and discovery, offering a practical tool to make learning more interactive and autonomous. Furthermore, a substantial majority (95%) express interest in using ChatGPT-4o, showing an openness to incorporating AI tools into their learning.

4.1.6 Entry Level Questionnaire,

Final Thoughts

After analyzing the results, it is possible to determine that, given the lower confidence levels, targeted support in English skills could help students engage more effectively. Therefore, with strong support for poetry as a tool for language and critical thinking development, activities like poetry reading, analysis, and even writing could play a central role.

An important fact to consider is that emphasizing group discussions, creative tasks, and auditory learning aligns well with students' preferences and could lead to higher engagement.

Finally, since not all students are familiar with AI, it would be beneficial to introduce ChatGPT-4o incrementally, perhaps starting with guided activities before moving to more independent tasks. Students must be instructed in the art of writing effective AI prompts to achieve learning goals.

This questionnaire reveals enthusiasm for English learning and a readiness to explore poetry as a multifaceted tool for enhancing both language and cognitive skills.

4.2 EXIT LEVEL QUESTIONNAIRE

Results and Analysis

Analyzing the exit level questionnaire results provides valuable insights into how students' attitudes, experiences, and preferences varied after engaging with ChatGPT-4o and poetry as tools for language learning. The following is a breakdown of the findings and interpretations of the data. As outlined in the Methodological Framework, this questionnaire is divided into five sections. To facilitate a precise analysis of this qualitative data, each section's results are presented with a corresponding chart and commentary to highlight changes and trends observed throughout the learning process. The exit level questionnaire results indicate students' motivation, confidence, skill improvement, learning preferences, and perceptions of poetry and AI tools in language learning. The following is a breakdown of the findings and some interpretations

4.2.1 Exit Level Questionnaire, Part A:

Attitudes Towards English Language Learning

Table 10 presents the results of Part A: Attitudes Towards English Language Learning in the Exit Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 10

Exit Level Questionnaire, Part A: Attitudes Towards English Language Learning

Results				
Question	Answers			
	YES	YES %	NO	NO%
1. Do you feel more motivated to learn English after these activities?	20	100.0%	0	0.0%
2. After these activities, do you feel more confident about your English skills?	19	95.0%	1	5.0%
3. Do you feel your English skills improved during these activities?	17	85.0%	3	15.0%

In the first part of the exit level questionnaire, it is possible to observe that all students (100%) felt more motivated after these activities, reflecting a highly positive impact. High motivation was expected and desired. Nonetheless, having 100% success was an excellent outcome. Moreover, a significant 95% felt more confident, indicating that these activities likely enhanced their self-assurance. Students felt more confident with their command of the language.

Regarding improving their English skills, 85% of the students perceived improvement, showing that the activities effectively supported skill growth that could be perceptible to the students. I can be assured through the students' answers that the activities-maintained students' motivation and contributed to a noticeable increase in confidence and perceived improvement in English abilities.

4.2.2 Exit Level Questionnaire, Part B:

Experience with Poetry

Table 11 presents the results of Part B: Experience with Poetry in the Exit Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative

and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 11

Exit Level Questionnaire, Part B: Experience with Poetry

Results				
Question	Answers			
	YES	YES %	NO	NO%
4. Did you enjoy reading and analyzing poetry in English during these activities?	17	85.0%	3	15.0%
5. Do you feel that analyzing poetry has helped improve your English language skills?	20	100.0%	0	0.0%

Regarding the students' experience with poetry, it is encouraging to note that 85% of them enjoyed reading and analyzing poetry. This high level of engagement with this literary form, along with the fact that all students (100%) felt that analyzing poetry improved their English, clearly indicates poetry's effectiveness as a language development tool. Despite poetry not being the favorite literary genre among all students, the benefits of exploring it were perceptible to the whole population, which should be a source of encouragement for us.

Moreover, a substantial 95% agreed that writing poetry enhanced their understanding of grammar and vocabulary. Poetry analysis and creation were well-received, with students finding these methods enjoyable and beneficial for enhancing their English proficiency. The approach can be practical for combining engagement with skill development.

4.2.3 Exit Level Questionnaire, Part C:

Perceptions of Poetry in Language Learning

Table 12 presents the results of Part C: Perceptions of Poetry in Language Learning in the Exit Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 12

Exit Level Questionnaire, Part C: Perceptions of Poetry in Language Learning

Results				
Question	Answers			
	YES	YES %	NO	NO%
6. Do you think writing poetry has enhanced your understanding of English grammar and vocabulary?	19	95.0%	1	5.0%
7. Do you think poetry can help improve critical thinking skills?	17	85.0%	3	15.0%
8. Do you think poetry can help improve your English language skills?	20	100.0%	0	0.0%
9. Are you interested in continuing to use poetry as a tool to learn English?	15	75.0%	5	25.0%
10. Do you believe that poetry has made learning English more enjoyable?	18	90.0%	2	10.0%

Critical thinking can be understood as the process of analyzing and interpreting information to make reasoned judgments and solve problems effectively. This was explained during the TBL Unit. Having a notion of what critical thinking is, when the students were asked if their critical thinking abilities improved, 85% believed poetry improved their critical thinking skills, reflecting recognition of poetry's value beyond language learning. Also, 75% expressed interest in continuing with poetry as a learning tool, indicating sustained enthusiasm but with a slight decline compared to initial interest.

A more detailed comparison with the previous entry level questionnaire will be discussed later.

Undeniably, students perceived poetry as making learning English more enjoyable. This was supported by a high 90% of the students who felt the poetry-related activities were enjoyable. Due to these answers, the activities cultivated both critical thinking and enjoyment. However, the slight drop in sustained interest suggests that future activities could integrate varied tasks that might maintain enthusiasm.

4.2.4 Exit Level Questionnaire, Part D:

Learning Preferences

Table 13 presents the results of Part D: Learning Preferences in the Exit Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 13

Exit Level Questionnaire, Part D: Learning Preferences

Results				
Question	Answers			
	YES	YES %	NO	NO%
11. Do you prefer to learn through reading?	13	65.0%	7	35.0%
12. Do you prefer to learn through writing?	13	65.0%	7	35.0%
13. Do you prefer to learn through listening?	16	80.0%	4	20.0%
14. Do you prefer to learn through speaking with others?	18	90.0%	2	10.0%
15. Do you find group discussions engaging in an English class?	20	100.0%	0	0.0%
16. Do you find reading and analyzing texts engaging in an English class?	15	75.0%	5	25.0%
17. Do you find writing assignments engaging in an English class?	11	55.0%	9	45.0%

18. Do you find creative activities engaging in an English class?	20	100.0%	0	0.0%

Similar to the answers at the entry level, students showed solid preferences for interactive methods (90% for speaking, 80% for listening) and group discussions (100%), along with a more moderate preference for reading (65%) and writing (65%). This proves what was stated at the beginning of this investigation. This generation of students has media overstimulation that makes them have a shorter attention span drawn to more interactive activities. Therefore, both group discussions and creative activities had a high engagement rate (100%), while reading and analyzing texts retained a strong majority interest (75%) but still needed to be the preferred tasks among students.

This marked preference for interactive, auditory, and creative activities shows that active, participatory methods engage these students, and these methods might profit from them. Nevertheless, there must be constant motivation and innovation to have students appreciate and benefit from more reflexive tasks, such as the ones related to reading, writing, and analyzing texts. For example, integrating creative assignments, such as poetry writing, matches their preferences well. More about this will be discussed in a compare-contrast section between the entry and exit level questionnaires at the end.

4.2.5 Exit Level Questionnaire, Part E:

Use of ChatGPT-4o

Table 14 presents the results of Part E: Use of ChatGPT-4o in the Exit Level Questionnaire. This close-ended questionnaire data is displayed as counts of affirmative and negative responses, along with their respective percentages, to facilitate a more effective analysis of this qualitative information.

Table 14

Exit Level Questionnaire, Part E: Use of ChatGPT-4o

Results				
Question	Answers			
	YES	YES %	NO	NO%
19. Have you used ChatGPT-4o or similar AI tools before this course?	10	50.0%	10	50.0%
20. Did you find ChatGPT-4o helpful in learning English?	20	100.0%	0	0.0%
21. Are you interested in continuing to use ChatGPT-4o to assist with learning English?	20	100.0%	0	0.0%
22. Do you think ChatGPT-4o has improved your engagement with the course material?	20	100.0%	0	0.0%
23. Do you believe integrating AI and poetry made learning more interactive and fun?	20	100.0%	0	0.0%

As was expressed by the students in the entry level questionnaire, half of the students had prior experience with ChatGPT-4o or similar tools. The other half had their first experience with AI thanks to these activities. It is essential to underline that according to this questionnaire, all students found the use of ChatGPT -4o helpful, showing the tool's effectiveness in supporting their learning. Initially, some students might have been unsure about using AI for language learning, but as they continued to use ChatGPT-4o, their perceptions changed, and they found it to be a valuable tool. Additionally, 100% of the students expressed interest in continued use, with similar agreement that the AI improved engagement and made learning interactive and fun. ChatGPT-4o was widely accepted and appreciated. This AI has encouraging potential as an interactive and supportive tool in language education.

4.2.6 Exit Level Questionnaire

Final Thoughts

After the experiences with TBL, poetry, and ChatGPT-4o, the answers to this final questionnaire reflect that the activities successfully increased students' motivation and confidence, with perceived improvements in English skills. Poetry proved highly effective in fostering language proficiency and critical thinking. However, constant innovation and planning must be needed to design tasks that make poetry accessible and understandable to keep engagement levels high. Poetry is still perceived as intimidating, which might have made some students unsure whether to continue using this genre as a "go-to" literary genre for autonomous study.

Another important finding is that interactive, collaborative, and creative activities align with student preferences and make poetry more appreciated and more accessible to digest, suggesting future lessons should continue to emphasize these kinds of activities. The students also provided some suggestions for future activities, such as more group discussions and creative assignments, which we will take into consideration for future curriculum planning.

Regarding the use of AI, ChatGPT-4o was well-received as a supportive tool, indicating that AI can play a valuable role in enhancing engagement and facilitating independent exploration.

This exit level feedback strongly validates the instructional approach, indicating that poetry, coupled with AI support and interactive learning, was an effective strategy for promoting language proficiency and critical thinking.

4.3 ENTRY LEVEL AND EXIT LEVEL QUESTIONNAIRES

Comparing Results

Comparing the results of both the entry and exit level questionnaires, which were designed to measure student attitudes, confidence, and perceived skills, reveals significant shifts. Therefore, this section is a comparison and contrast of the findings to analyze the results of both tests. At the end of this paper, there is a summary of the results (Table 22) of the entry level questionnaire (see Appendix A) and a summary of the results (Table 23) of the exit level questionnaire (see Appendix B).

First, all students reported enjoying English, but only 60% felt confident in their skills. This indicated a general enthusiasm for English but varying self-assurance, suggesting potential challenges with confidence in complex tasks.

After the activities, 100% of students felt motivated, 95% felt more confident in their skills, and 85% perceived improvement. This reflects the positive impact of the poetry and AI-supported activities, which significantly boosted motivation and confidence.

Initial enthusiasm was converted into sustained motivation and increased confidence, highlighting the activities' role in building self-assurance and perceived progress in English skills.

Dealing with the students' experience with poetry, limited initial exposure to poetry was evident, with only 30% reading poetry in any language and 70% specifically in English. However, 70% expressed interest in analyzing poetry, and 85% believed writing poetry could help with language skills, showing openness to exploring this genre academically. Following the activities, 85% enjoyed analyzing poetry, and 100% believed it improved their English. Additionally, 95% felt that writing poetry enhanced their

understanding of grammar and vocabulary, demonstrating that engaging with poetry proved valuable and enjoyable.

Students moved from limited exposure and interest in poetry to finding poetry analysis beneficial and enjoyable, with a strong belief in its impact on language skills. The structured, creative approach made poetry more accessible and impactful.

Most students initially saw value in poetry for language learning and critical thinking. However, only 70% showed initial interest in using poetry as a learning tool, indicating some hesitation. Nevertheless, after the experience, 85% agreed that poetry helped improve critical thinking, and 90% found poetry made English learning enjoyable. Interest in using poetry as a learning tool was slightly lower at 75%, showing that some students needed more security about independent use. This transformation from initial hesitation to active appreciation of poetry's role in enhancing language skills and enjoyment is a testament to its power. However, sustained interest dropped slightly, potentially due to the genre's perceived complexity.

On the other hand, learning preferences leaned towards interactive and auditory methods, with 75% favoring listening and speaking, 95% enjoying group discussions, and 95% finding creative activities engaging. Reading and writing preferences were moderate, favored by 65% and 60% of students, respectively.

Nevertheless, after implementing the activities, listening and speaking preferences increased slightly, with 90% favoring speaking and 80% listening. Group discussions and creative activities maintained high engagement levels while interest in reading and writing remained stable at 65%. Therefore, preferences remained consistent, with interactive, auditory, and creative activities aligning well with student preferences. This supports the need to continue emphasizing participatory and creative approaches, primarily through

Task-Based Learning (TBL). TBL's focus on meaningful, real-world tasks engages students in authentic language use, allowing them to work collaboratively and creatively to solve problems or complete activities. In this context, TBL can provide a structured framework for incorporating poetry, analysis, and AI tools, making learning dynamic and purpose-driven.

Using TBL, students undertook tasks such as group poetry creation, interpretative performances, or collaborative analyses. These tasks aligned with their preferences and made the learning experience more immersive and interactive. By centering tasks on meaningful objectives, TBL reinforces language skills, critical thinking, and confidence, supporting students in applying English in both creative and practical ways.

Finally, regarding ChatGPT-4o, the initial exposure to AI tools was limited, with 50% having used ChatGPT-4o or similar AIs. However, 95% showed interest in using AI for English learning, indicating openness to integrating new technology. Thus, the experience confirmed the tool's effectiveness, with all students finding it helpful and 100% wanting to continue its use. Additionally, all students agreed that AI made learning more engaging and fun.

Interest in AI transformed into active appreciation, with ChatGPT-4o enhancing engagement, supporting learning, and facilitating independence. Students recognized AI as a valuable learning aid, confirming the effectiveness of integrating AI tools in language education. This recognition of AI's value in education is a significant step forward. While initial attitudes were positive, the activities significantly boosted confidence and motivation, with students perceiving measurable improvement in English skills.

Students' initial openness to poetry translated into greater enjoyment and recognition of its benefits, especially for language improvement and critical thinking. This sustained

interest in poetry and its benefits is a promising sign. However, sustained interest dropped slightly, indicating that literature in general and poetry in particular are perceived as intimidating for this post-pandemic generation.

Preferences for interactive and creative methods were consistent, supporting the value of participatory and group-based activities for language learning. The TBL approach allows for consistent engagement, encouraging students to explore complex concepts in a supportive, hands-on environment. Also, initial curiosity in ChatGPT-4o developed into strong support, with students acknowledging its role in making the learning process more interactive and engaging.

The shift from initial interest to tangible improvements in confidence, motivation, and perceived skills validates the instructional approach. Integrating poetry, AI, and TBL proved effective for enhancing language proficiency and critical thinking, providing a solid foundation for future curriculum planning that includes this literary genre and further AI-supported learning.

4.4 CHECKLIST OF OBSERVABLE BEHAVIORS DURING THE ADMINISTRATION OF A TBL PLA USING POETRY AND CHATGPT-4O: ANALYSIS

This section analyzes some observable behaviors while administering a Task-Based Learning (TBL) plan using poetry and ChatGPT-4o. A checklist of observable behaviors was used to facilitate the task. It comprises four sections: pre-task, task, post-task, and overall behavior. Each stage is examined to understand students' engagement, collaborative efforts, and critical thinking skills throughout the TBL process. Additionally, overall participation, language use, and classroom management are observed to determine the effectiveness of the tasks. Challenges and suggested improvements are also outlined to

guide future task design. A detailed chart summarizing these observations (Table 24) is available at the end of this paper (see Appendix C).

4.4.1 Checklist of Observable Behaviors, Pre-Task Stage:

Analysis

Table 15 presents the observable behaviors during the Pre-Task Stage. This section of the checklist is presented to have a better understanding of what occurred in class during the implementation of the TBL unit.

Table 15

Checklist of Observable Behaviors, Pre-Task Stage

Pre-Task Stage		
Observable Behavior	☑	**Notes**
Students show interest in the introduction of the poetry topic.	✓	Students ask questions about what a stanza is, a persona, etc.
Students ask questions about the upcoming tasks.	-	Not observed.
Students take notes during the introduction.	✓	Students take notes, side notes, etc.
Students demonstrate understanding by paraphrasing instructions.	-	Paraphrasing of instructions was not observed.
Students ask clarifying questions about the task.	✓	Students ask clarifying questions.
Students show readiness to start the task.	✓	They were very eager to participate.

Students strongly engaged with the poetry topic at the pre-task stage. Their questions about literary terms such as 'stanza' and 'persona' revealed a genuine curiosity and a desire to grasp the foundational concepts. The fact that they took comprehensive notes further underscored their interest and commitment. While some aspects, like paraphrasing instructions, were less evident, indicating a need for more precise guidance or more practice in this skill, the students' eagerness to begin the task set a positive tone for the lesson.

4.4.2 Checklist of Observable Behaviors, Task Stage:

Analysis

Table 16 presents the observable behaviors during the Task Stage. This section of the checklist is presented to have a better understanding of what occurred in class during the implementation of the TBL unit.

Table 16

Checklist of Observable Behaviors, Task Stage

Task Stage		
Interaction with Poetry:		
Students read the assigned poems attentively.	✓	
Students highlight or annotate key parts of the poems.	✓	Students highlighted and underlined parts of the poems, and they wrote side notes. They took notes in their notebooks.
Students discuss the meaning of poems with peers.	✓	
Use of ChatGPT-4o:		
Students effectively use ChatGPT-4o to generate AI prompts.	✓	
Students use ChatGPT-4o to generate AI art related to poetry.	✓	Students showed excitement about the creation of AI art.
Students use ChatGPT-4o to generate their own poems or creative writing pieces.	✓	Students were very motivated to write and share their poetry.
Group Collaboration:		
Students engage in discussions with group members.	✓	
Students share their ideas and interpretations of the poems.	✓	
Students listen actively to peers' contributions.	✓	They were very attentive to their partners' work.
Students work together to solve problems or complete tasks.	✓	
Critical Thinking and Analysis:		
Students identify themes and stylistic devices in poems.	✓	They shared personal experiences related to the themes of the poems.
Students provide evidence from the text to support their interpretations.	-	Not observed.

Students ask probing questions about the poems' deeper meanings.	✓	
Language Proficiency:		
Students use a diverse vocabulary in their poetry writing.	✓	
Students experiment with different poetic forms and styles, improving their communicative skills.	✓	
Students improve their grammar through different activities related to poetry.	-	Not observed.

During the task stage, students engaged deeply with the poetry, reading attentively, highlighting essential parts, and discussing interpretations with peers. They effectively used ChatGPT-4o to generate AI prompts, create art related to the poems, and even compose their creative pieces. The excitement around creating AI art and poetry underscored the motivational power of incorporating technology into the lesson. Collaborative discussions were rich, with students actively sharing ideas and listening to each other, which fostered a supportive, collaborative atmosphere. They demonstrated critical thinking by asking probing questions and connecting themes to personal experiences, especially around resilience. However, citing textual evidence to support interpretations was less observed, suggesting an area for development in future tasks.

4.4.3 Checklist of Observable Behaviors, Post-task Stage:

Analysis

Table 17 presents the observable behaviors during the Post-task Stage. This section of the checklist is presented to have a better understanding of what occurred in class during the implementation of the TBL unit.

Table 17

Checklist of Observable Behaviors, Post-task Stage

Post-task Stage		
Presentation and Sharing:		
Students present their poems or analyses to the class.	✓	
Students provide constructive feedback on peers' presentations.	✓	Students commented on their peers' work and were very supportive of it.
Students reflect on what they learned from the task.	✓	
Engagement in Reflection:		
Students participate actively in post-task discussions.	✓	They were so motivated that they did not want to finish the sessions.
Students share their experiences and thoughts on using poetry and ChatGPT-4o.	✓	They even wrote notes to the teacher expressing their love and gratitude.
Students suggest improvements or express interest in future tasks.	✓	

In the post-task stage, students eagerly presented their work, offered constructive feedback to peers, and actively participated in reflection sessions. Their engagement was so high that they expressed reluctance to end the session, a clear sign of their enthusiasm for the lesson. Their reflections included notes of gratitude and appreciation, highlighting the lesson's impact. The discussions in this stage demonstrated how poetry and AI can make learning meaningful and relevant. Students suggested future tasks, indicating sustained interest in learning through poetry and AI tools.

4.4.4 Checklist of Observable Behaviors

Overall Participation

Table 18 presents the observable overall participation and some notes. This section of the checklist is presented to have a better understanding of what occurred in class during the implementation of the TBL unit.

Table 18

Checklist of Observable Behaviors, Overall Participation

Overall Participation	
Students remain on task throughout the lesson.	✓
Students show enthusiasm and motivation during activities.	✓
Students demonstrate a positive attitude towards learning with poetry and AI tools.	✓
Overall Use of Language Skills:	
Students effectively use English to communicate with peers.	✓
Students apply new vocabulary and grammar concepts learned during the task.	✓
Students show improvement in language proficiency over time.	✓
Behavior and Classroom Management:	
Students follow classroom rules and procedures.	✓
Students show respect for the teacher and peers.	✓
Students handle technological tools responsibly.	✓
Notes and Comments: Specific examples of student engagement or notable behaviors.	Students shared their appreciation for the activities. Sometimes, they were moved by some themes discussed and related the poetry to their lives and their experiences. Students engaged deeply with themes, connecting poems to personal experiences, especially on topics like resilience. Some used ChatGPT-4o to brainstorm synonyms and refine wording, enhancing their poems' tone. Group debates and shared interpretations fostered a supportive, collaborative learning environment. Students were worried they would depend too much on ChatGPT. Ethical use of AI was fostered, such as its use for brainstorming while emphasizing personal interpretation.

Any challenges faced during the task and how they were addressed.	Challenges in terms of technology were few and easy to manage. Some struggled with complex themes initially, so scaffolding by breaking down poems and guiding analysis was fundamental. After that, students started decoding poems with a fresh approach. Time management was a big struggle since sometimes the discussions were so engaging and rich that it was a shame to hurry to finish tasks on time.
Suggestions for future tasks or improvements in the TBL plan.	In the future, it is advisable to introduce haikus, sonnets, etc., to expose students to varied structures and challenges. Implementing journals for self-assessment to help students internalize their learning can be a great idea. Design guidelines for ChatGPT -4o use and offer specific prompts for analysis and brainstorming rather than direct answers. Using real-world themes, such as poetry on social issues, would be really enriching, connecting learning to broader contexts and enhancing engagement.

Students maintained a positive attitude, staying on task, showing enthusiasm, and respecting classmates and the teacher. They effectively communicated in English, applied new vocabulary, and showed progress in language proficiency. This overall behavior and classroom management contributed to a smooth, productive learning environment.

In terms of challenges and suggestions for future implementations, some students initially wanted to avoid over-relying on ChatGPT-4o. Ethical guidelines for AI use were emphasized to address this, promoting ChatGPT-4o as a brainstorming tool rather than a solution provider. Complex themes posed another challenge, but scaffolding helped students break down and understand the poetry. Time management was complex, as rich

discussions often ran longer than planned. For future sessions, structuring time more tightly or allowing flexible periods for discussion could help.

To build on this success, future tasks could incorporate diverse poetic forms, like haikus or sonnets, to broaden students' exposure to different structures. Reflective journals would help students internalize their learning while designing specific guidelines for ChatGPT-4o use, which could focus on promoting critical thinking. Finally, incorporating poetry that tackles real-world issues could deepen engagement by connecting classroom learning to broader contexts.

4.5 ENTRY LEVEL AND EXIT LEVEL TEST: RESULTS AND ANALYSIS

This section aims to analyze this quantitative data by comparing the results of the entry level tests with those of the exit level tests. Various methods will be employed to interpret the data, including descriptive statistics, the Hake gain, and graphical representations. Table 19 presents the results of the language and critical thinking proficiency tests administered before and after the intervention.

Table 19

Entry Level and Exit Level Test: Results

Entry Level Test	Exit Level Test
1. 87	1. 100
2. 83	2. 100
3. 83	3. 100
4. 80	4. 100
5. 77	5. 100
6. 77	6. 100
7. 77	7. 100
8. 73	8. 100
9. 70	9. 97
10. 67	10. 97
11. 63	11. 97
12. 60	12. 97
13. 60	13. 97

14. 57	14. 93
15. 53	15. 93
16. 43	16. 93
17. 40	17. 90
18. 30	18. 90
19. 17	19. 87
20. 13	20. 87

4.5.1 Entry Level Test and Exit Level Test Results:

Analysis of Frequency Distributions

Table 20 contains the frequency distributions of the entry level test results and the exit level test results.

Table 20

Entry Level and Exit Level Tests: Frequency Distribution

Entry Level				Simple Frequencies		Cumulative Frequencies Downwards		Upwards	
	Li	Ls	Midpoint	fi	fi %	Fi	Fi%	Fi	Fi%
1	13	26	19.5	2	10.00%	2	10%	9	45%
2	27	40	33.5	2	10.00%	4	20%	14	70%
3	41	54	47.5	2	10.00%	6	30%	16	80%
4	55	68	61.5	5	25%	11	55%	18	90%
5	69	82	75.5	9	45%	20	100%	20	100%

Exit Level

				Simple Frequencies		Cumulative Frequencies Downwards		Upwards	
	Li	Ls	Midpoint	fi	fi %	Fi	Fi%	Fi	Fi%
1	87	88	87.5	2	10%	2	10%	8	40%
2	89	90	89.5	2	10%	4	20%	13	65%
3	91	92	91.5	0	0%	4	20%	13	65%
4	93	94	93.5	3	15%	7	35%	16	80%
5	95	96	95.5	0	0%	7	35%	16	80%
6	97	98	97.5	5	25%	12	60%	18	90%
7	99	101	100	8	40%	20	100%	20	100%

Based on the analysis of the frequency distributions in the entry level test and exit level test grade charts, the following are some conclusions regarding the effectiveness of using Task-Based Learning (TBL) activities incorporating ChatGPT-4o and poetry.

First, there is a noticeable improvement in the scores from the entry level test to the exit level test. In the entry level test, the scores are distributed over a broader range, with lower midpoints and frequencies in the upper range. The maximum score at the entry level is 87, while the minimum is 13, indicating significant variability in initial language proficiency and critical thinking skills among the students.

On the other hand, the exit level test scores are much more concentrated in the upper range, with the minimum score now at 87 and the maximum reaching 100. This

demonstrates a marked improvement in the overall performance of students, as scores have shifted towards the higher end.

It is possible to conclude that there was an increase in consistency and mastery of the target language. For example, the frequency distribution in the entry level test shows a spread across various intervals, with only 45% of students scoring in the highest range (69-87).

Nevertheless, the data gathered in the exit level test shows a clear concentration in the highest intervals, with 100% of students scoring between 87 and 101. Therefore, this indicates that students not only improved but also achieved a more uniform level of proficiency, suggesting that TBL activities helped students reach a higher and more consistent mastery of the target language.

Thanks to this date, it is possible to indicate that the use of ChatGPT-4o and poetry within a TBL framework appears to have raised an engaging and effective learning environment, as evidenced by the improvement in scores. Poetry analysis and creative tasks likely encouraged students to engage deeply with language, developing analytical skills and language proficiency. The shift in score concentration towards the higher end suggests that students benefited from the activities that required interpretation, creativity, and critical engagement, which are fundamental in poetry analysis and likely enhanced by AI assistance in brainstorming and feedback.

Beyond the benefits of language proficiency and critical thinking, mentioning the benefits of engagement and motivation is essential. Including AI tools may have motivated students, providing interactive and immediate feedback that likely helped them refine their skills. Engaging with poetry through TBL could have increased students' interest and emotional involvement, which may have contributed to the improved outcomes.

Additionally, the exit level results suggest that the activities were accessible and beneficial for all students. This indicates that combining TBL and AI-supported poetry tasks was well-suited to diverse learning levels.

4.5.2 Entry Level Test and Exit Level Test Results:

Summary of Descriptive Statistics

Table 21 the summary of descriptive statistics of the entry level test results and the exit level test results.

Table 21

Entry Level and Exit Level Tests: Summary of Descriptive Statistics

Entry Level	
Mean	61
Standard Error	5
Median	65
Mode	77
Standard Deviation	22
Sample Variance	478
Kurtosis	0
Skewness	-1
Range	74
Minimum	13
Maximum	87
Sum	1210
Count	20
CV	36%

Exit Level	
Mean	96
Standard Error	1
Median	97
Mode	100
Standard Deviation	5
Sample Variance	21
Kurtosis	-1

Skewness	-1
Range	13
Minimum	87
Maximum	100
Sum	1918
Count	20
CV	5%

In the entry level test results, the mean score of 61, with a median of 65 and mode of 77, reflects the initial spread of students' language proficiency and critical thinking skills. A standard deviation of 22 and a broad range of 74 reveal a widely dispersed set of scores, indicating significant variation in initial abilities. The slight negative skewness of -1 indicates a mild trend toward higher scores, suggesting that although some students started with stronger skills, many had lower initial scores.

In the exit level test statistics, the mean score has increased to 96, with a median of 97 and a mode of 100, showing substantial improvement. The standard deviation has dramatically reduced to 5, and the narrow range of 13 highlights a concentrated cluster of scores around higher values. This shift reflects uniform progress across the group, with most students achieving similar proficiency and critical thinking levels. The negative skewness of -1 persists but now indicates that nearly all students score at the higher end, demonstrating overall growth in skills and knowledge.

Analyzing the coefficient of variation (CV), the CV is of 36% in the entry level test, indicating substantial variability in students' initial performance levels. This high CV reflects the diverse starting points in proficiency and critical thinking skills. By the exit level, however, the CV has dropped significantly to 5%, highlighting not only an improvement in scores but also a marked increase in consistency among students. This

decrease in variability demonstrates that students not only advanced but also converged toward similar levels of proficiency and critical thinking by the end of the activities.

4.5.3 Entry Level Test and Exit Level Test Results:

Box and Whisker Plots

In Figure 4, there is a box and whisker plot displaying the results of the entry level test, while Figure 5 presents a box and whisker plot for the exit level test results. These graphs will serve to illustrate the distribution, range, and any potential outliers in the test scores, providing a visual comparison of the data before and after the intervention. The detailed analysis can be found below.

Figure 4

Entry Level Test Results: Box and Whisker Plots

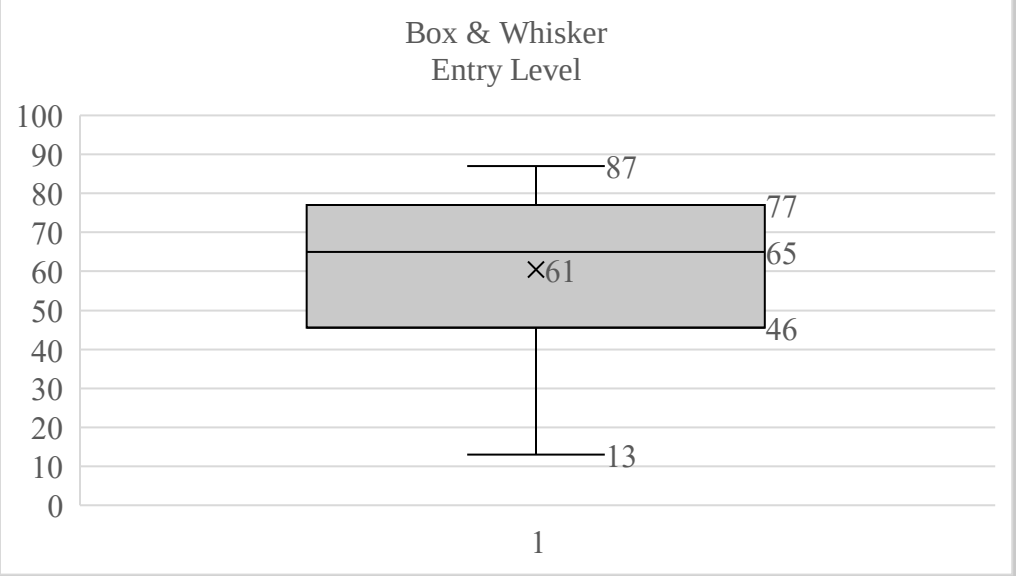
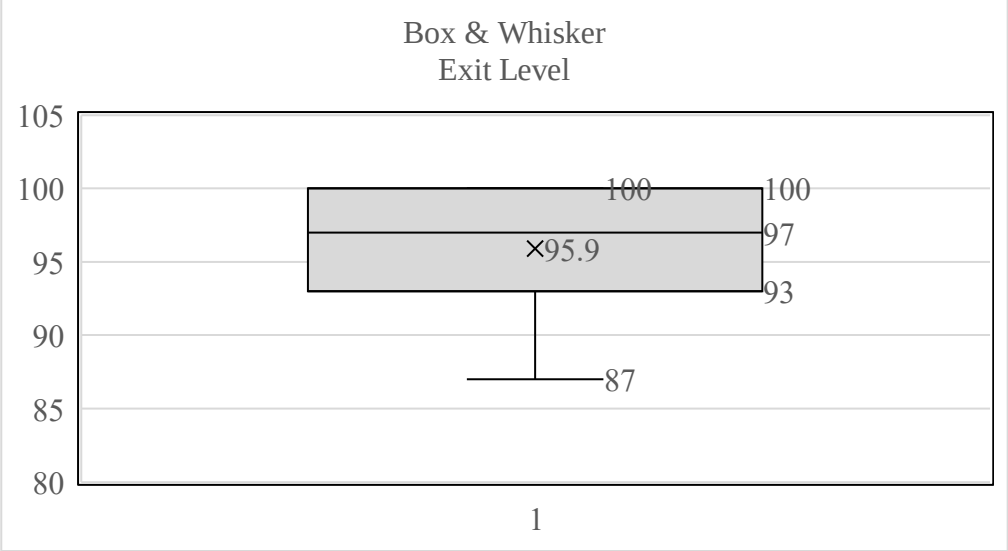


Figure 5

Exit Level Test Results: Box and Whisker Plots



The box-and-whisker plot for the entry level test shows a significant spread, with a sizeable interquartile range (IQR) and a maximum score of 87. This aligns with the initial variability and indicates low and moderate performance levels.

In contrast, the exit level test box plot is compact, with most data points concentrated near the maximum score. This illustrates an improvement in performance and consistency across the cohort. The IQR is narrow, indicating that most students are close in performance.

4.5.4 Entry Level Test and Exit Level Test Results:

Histograms

In Figure 6, there is a histogram displaying the results of the entry-level test, while Figure 7 presents a histogram for the exit-level test results. These histograms serve to illustrate the frequency distribution and range of test scores, offering a visual comparison of

students' performance before and after the intervention. By examining these graphs, we can observe changes in score distribution and proficiency levels over time. The detailed analysis can be found below.

Figure 6

Entry Level Test Results: Histogram

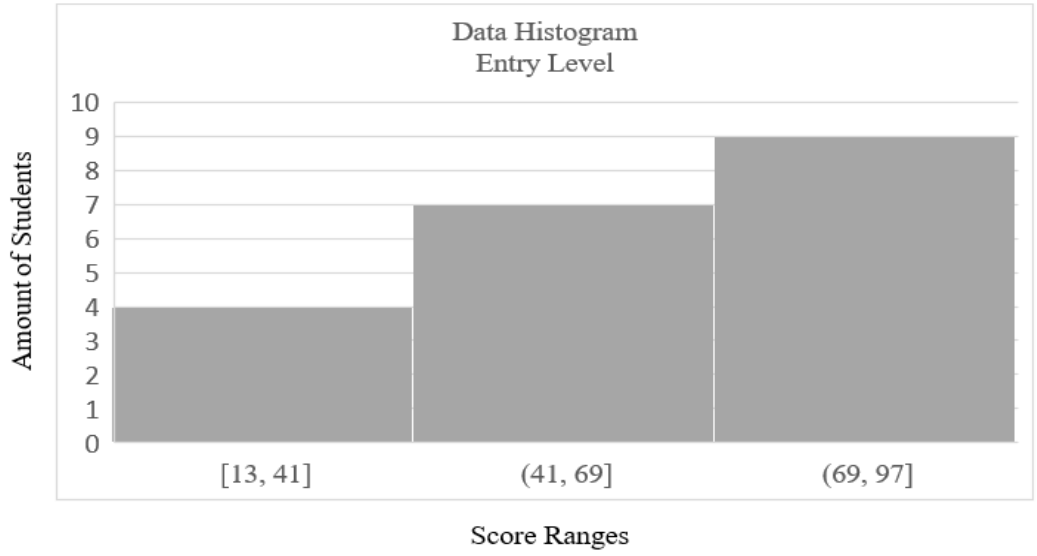
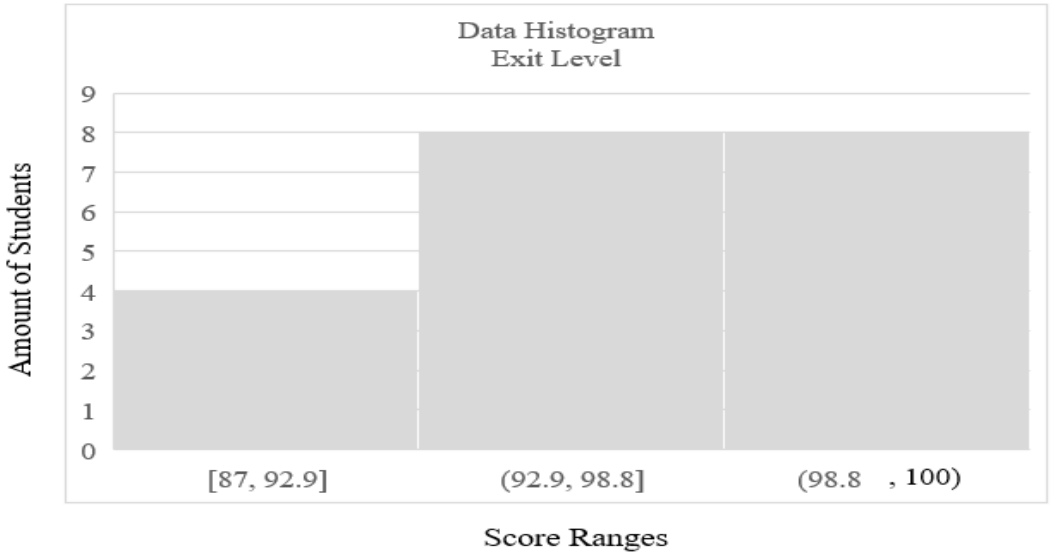


Figure 7

Exit Level Test Results: Histogram



In the entry level test results histogram, the distribution shows two main clusters: one in the lower range and another in the higher range. This distribution suggests a varied level of initial proficiency among students, with a split between lower and higher scores.

In contrast, the exit level results histogram shows an evenly distributed range of scores, indicating that students' performance became more uniform after the intervention. This even spread across the higher range reflects overall improvement, with most students achieving a comparable level of proficiency.

4.5.5 Entry Level Test and Exit Level Test Results:

Hake Gain

The Hake Gain (Hake, 1998), or Hake's normalized gain, is often used to measure the improvement or learning gain in students' test scores, especially when comparing entry and exit levels. It helps quantify students' progress from pre-test (entry level) to post-test (exit level) scores.

The formula for calculating the Hake Gain is:

$$g = \frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Maximum Score} - \text{Pre-test Score}}$$

According to Hake (1998), the post-test score is the score after the intervention. In this investigation, it is the exit-level test score. The pre-test scores are the scores before the intervention or the entry level score in this investigation. The maximum score is the highest possible score on the test. In this work, the maximum score is 100. Therefore, Hake (1998) explains that the result (g) represents the normalized gain. To interpret this gain, according to Hake (1998), the following is considered:

- A gain of $g > 0.7$ is considered **high**.

- A gain of 0.3< g < 0.7 is considered **medium**.
- A gain of g < 0.3 is considered **low**.

This gain can be calculated student by student or overall. Since the tests were solved anonymously, it is not possible to calculate the gain per student. Nonetheless, it was calculated overall, and it still elucidated data. The following is the overall Hake gain:

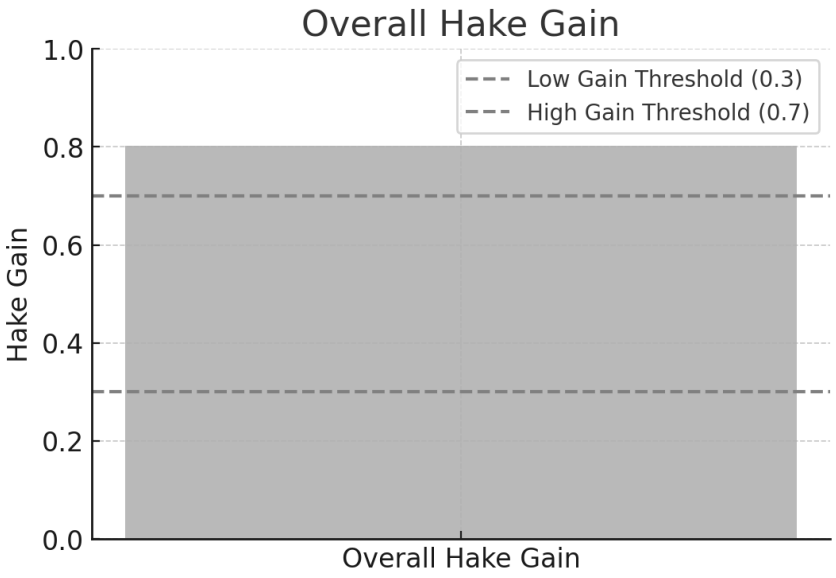
$$g = \frac{91.4 - 56.5 = 34.9}{100 - 56.5 \quad 43.5} = \mathbf{0.802}$$

The overall Hake Gain of approximately 0.80 indicates a substantial improvement in students' proficiency and critical thinking skills from the entry to the exit level test. This gain suggests that the instructional approach was highly influential in elevating students' abilities. Poetry as a medium, a powerful tool that can engage students in complex interpretive thinking, played a significant role in this progress. Poetry's ability to challenge students to think critically about themes, symbolism, and language aligns well with the objectives of developing proficiency and critical thinking, inspiring a deeper appreciation for the role of literature in education.

Figure 8 is a single bar graph created with ChatGPT-4o to represent the overall Hake Gain, which measures the improvement from the entry-level test results to the exit-level test results. The bar in this graph reaches a value of approximately 0.80, indicating a high gain according to Hake's classification. Dashed reference lines are included at 0.3 and 0.7, marking the thresholds for low and high gains, respectively. Since the Hake Gain value falls above the 0.7 threshold, it demonstrates a significant improvement in student performance. This high gain suggests that the instructional methods employed were effective in enhancing students' proficiency and critical thinking skills from the initial to the final assessment.

Figure 8

Overall Hake Gain: Entry Level Test and Exit Level Test Results



ChatGPT-4o, as a learning tool, significantly enhanced students' performance improvement. It provided students with interactive, AI-driven feedback and examples, facilitating language practice, answering questions, and modeling the creative process of generating poetic language. This AI-assisted learning, with its personalized support and additional explanations, likely contributed to the substantial performance gains observed.

The Task-Based Learning (TBL**)** approach, a method that immerses students in meaningful tasks that require the practical application of skills, complements these tools. With its focus on real-world tasks, TBL allows students to engage with content actively, apply critical thinking, and develop problem-solving strategies in authentic contexts. When combined with poetry and ChatGPT-4o, this approach creates an enriched learning environment. This synergy strengthens language proficiency and hones students' critical thinking abilities, as reflected in the significant overall improvement captured by the Hake Gain, giving us optimism about the future of education.

Chapter V

Conclusions and Recommendation

5.1 CONCLUSIONS

As Pablo Neruda beautifully expressed, ″You can cut all the flowers, but you cannot keep Spring from coming" (Neruda, 1970). This sentiment reflects the culmination of this research, not as an end but as a fertile beginning for future investigations. The analysis of the Operationalization of Variables Chart (Table 4) reveals critical perceptions of how the Task-Based Learning (TBL) plan, integrated with poetry and ChatGPT-4o, impacted students, laying a foundation for further exploration of innovative teaching methodologies.

The Operationalization of Variables Chart (Table 4) is a critical tool that guides the development of conclusions. It highlights a deliberate alignment between the research objectives, activities, and evaluation methods. This chart was used to track and measure the impact of the TBL unit, the integration of poetry, and the use of AI tools on students' critical thinking and language proficiency. After implementing the TBL unit, integrating poetry and AI tools effectively supported the development of critical thinking and language proficiency, demonstrating the strength of a well-structured TBL plan.

The students' curiosity, particularly evident in the pre-task and task stages, features the effectiveness of targeted instructional activities in fostering critical thinking skills. During the pre-task stage, students demonstrated an active interest in literary concepts, as observed through their thoughtful questions and discussions about poetic devices such as "persona" and "stanza." These inquiries revealed their eagerness to grasp the definitions and underlying meanings and functions of these elements within the context of poetry. This active engagement suggests that the tasks successfully sparked their intellectual curiosity and encouraged them to think critically about the structure and nuances of poetic works.

In the task stage, this initial curiosity evolved into deeper analytical thinking. Students applied their understanding of these concepts to interpret poems, discuss their

perspectives with peers, and integrate creative tools like ChatGPT-4o to generate new content. Their ability to engage with these literary elements at multiple levels—identifying, analyzing, and creatively using them—demonstrates the successful operationalization of the independent variable. By gradually structuring the activities to build from foundational knowledge to creative application, the TBL plan effectively nurtured critical thinking and a deeper appreciation for the richness of poetry as a medium for expression and analysis. Students made interesting and valuable comments during this stage. One student pointed out, "So, poems are like (cellphone) text messages? I think so. The difference is that they are deeper in meaning and more interesting" (Student A, personal communication, October 2024).

This progression from curiosity to application underscores the value of scaffolding in educational settings. Scaffolding, a strategy that involves providing students with the necessary support and guidance to help them learn new concepts step by step. Through careful planning and the use of engaging tools, students were not only encouraged to explore complex literary concepts but also empowered to connect these ideas to broader themes and their personal experiences. This alignment between curiosity-driven learning and critical analysis validates the strategic design of the intervention, reflecting the positive impact of a well-implemented Task-Based Learning framework. A student said, "It is the first time I understand poetry. Understanding poetry makes me feel more intelligent" (Student B, personal communication, October 2024).

The motivational impact of using ChatGPT-4o to create poetry and art aligns with the dependent variables outlined in Table 4. The students' excitement and active participation, particularly during the task stage, reveal how innovative tools can energize learning environments and encourage peer collaboration. A student commented, "I wish we

had the opportunity to have interactive classes using AI in all subjects. I feel motivated to explore, learn, and create with this tool" (Student C, personal communication, October 2024). Another student pointed out, "I think using AI to learn is better than spending hours on social media where you learn nothing. This is fun, and I learn something" (Student D, personal communication, October 2024). Another student stated, "ChatGPT was a fun way to brainstorm and create poems. I never thought a computer could help me be more creative, but it gave me ideas. It is like I had something in my head that I could not take out, and the Chat helped me take it out" (Student E, personal communication, October 2024). Finally, another student expressed, "Describing something and then seeing these words turn into images is the coolest thing I have seen in my life" (Student F, personal communication, October 2024).

In terms of proficiency, comparing entry and exit-level questionnaires and test results demonstrates a tangible improvement in language skills. This analysis aligns with the chart's indicators for language proficiency, which were systematically evaluated through descriptive statistics and the Hake gain method. Students confirmed this progress. One student commented, "I was nervous about writing poetry at first, but as we went through the activities, I felt more confident. By the end, I was excited to share my work with everyone, which isn't something I usually do" (Student G, personal communication, October 2024). This improvement in language skills is a reassuring outcome of the TBL plan, instilling confidence in educators about its effectiveness.

The emotional responses recorded during the reflection sessions in the post-task stage, such as gratitude and a desire for similar tasks, highlight that the TBL plan went beyond academic growth. It fostered a meaningful connection to learning, emphasizing the value of a holistic approach to education. This unit engaged students with deeper meanings,

encouraging collaborative work through something they have become increasingly familiar with, especially after the pandemic: technology. Unlike the often consuming and distracting nature of their typical interactions with technology, these tasks empowered students by promoting autonomy and self-reflection. Technology was no longer using them; they were using technology. Consequently, their attention spans and human interactions improved thanks to thoughtful and well-designed activities. These emotional responses from students can promote a sense of connection and empathy in educators, reinforcing the value of the TBL plan.

5.2 RECOMMENDATIONS

Drawing from the insights gained in this study, here are a series of recommendations to help teachers effectively design and implement similar Task-Based Learning (TBL) units that integrate poetry and AI tools like ChatGPT-4o.

5.2.1 Embrace Poetry as a Tool for Connection and Growth

Teachers should use poetry as a literary device and a medium to promote emotional and intellectual connections. Encourage students to explore resilience, self-expression, and empathy through poetic analysis and creation. Poetry provides a compact yet powerful text format that captivates attention, making it an excellent starting point for students with shorter attention spans. Its richness can stimulate critical thinking and pave the way for exploring other literary genres, such as short stories, essays, and novels.

5.2.2 Integrate AI Tools to Enhance Creativity and Engagement

Teachers should not fear AI but instead leverage tools like ChatGPT-4o to complement traditional learning methods. Provide clear ethical guidelines for its use, emphasizing that students are the creators and AI is merely a supportive tool. When used

thoughtfully, AI tools can inspire creativity, help generate ideas, and make abstract concepts more accessible. Encouraging students to use AI for brainstorming, analyzing themes, and creating visual or written content helps demystify technology and fosters critical thinking. If teachers cannot access ChatGPT 4o, several AI models offer diverse capabilities suitable for various educational tasks, including developing Task-Based Learning (TBL) plans. OpenAI's GPT-3, EleutherAI's GPT-Neo and GPT-J, and Hugging Face's DistilBERT and RoBERTa are notable for their natural language understanding, accessible freely for educational use. Also, models like Facebook's BlenderBot and Google's BERT are utilized widely in academia and industry. For tasks requiring multimodal capabilities and complex reasoning, Google's Gemini model is particularly effective, with variants like Gemini 1.5 Flash and Gemini 1.5 Pro designed to handle different data types, including text, images, audio, and video, making them versatile tools for teachers in crafting interactive and engaging TBL plans.

5.2.3 Foster Collaboration and Peer Interaction

Design activities that encourage students to collaborate, discuss, and critique each other's work. Incorporate group tasks where students analyze poems, generate creative responses, or present their interpretations. Collaborative learning builds community and enhances understanding by exposing students to diverse perspectives. It also mirrors real-world scenarios where teamwork and communication are essential.

5.2.4 Scaffold Literary Concepts Gradually

Introduce literary concepts like "persona" and "stanza" in manageable stages, using relatable examples to connect abstract ideas to students' prior knowledge. Gradual scaffolding allows students to build confidence as they master foundational concepts before

tackling more complex analyses. This approach ensures inclusivity, addressing diverse proficiency levels.

5.2.5 Balance Technology with Reflection

While integrating technology, ensure that students also engage in reflective activities, such as journaling or group discussions, to connect their digital work with personal insights. Reflection promotes deeper learning and ensures that technology enhances rather than replaces critical thought. Activities like reflective journaling can help students process their experiences and solidify their learning.

5.2.6 Include Real-World Themes in Poetry Selection

Select poems that address real-world issues, such as resilience, social justice, or environmental concerns, to make learning relevant and meaningful. Connecting poetry to students' lives and current events increases engagement and demonstrates the practical value of literature as a tool for understanding the world.

5.2.7 Plan for Flexible Time Management

Build flexibility into lesson plans to accommodate rich discussions and unexpected learning opportunities. Allow students to explore ideas fully without feeling rushed. Deep engagement often requires more time than anticipated. Structuring lessons with room for spontaneous exploration helps maintain the momentum of curiosity and creativity.

5.2.8 Encourage Cross-Genre Exploration

Use poetry as a gateway to introduce other literary genres. For example, follow up a poetry unit with short stories, essays, or dramatic works to expand students' literary horizons. Poetry's brevity makes it an ideal starting point, but transitioning to other genres helps students develop a well-rounded appreciation for literature and critical analysis.

5.2.9 Promote Ethical AI Use

Teach students to use AI tools ethically, highlighting their role as intelligent creators who guide AI with their input. Emphasize that AI can enhance, but not replace, human creativity and critical thinking. Ethical guidelines help students navigate the digital landscape responsibly and ensure that technology is used as a tool for growth, not dependency.

5.3 FINAL THOUGHTS

Two final thoughts are left to seal this project.

First, teachers should not fear AI but instead embrace its potential to enhance learning. Motivating students to use AI ethically is essential, reminding them that they are the intelligent beings who feed the AI with their ideas, creativity, and critical thinking. AI does not replace human intelligence; it amplifies it when used thoughtfully. Teachers can help students develop a sense of responsibility and purpose in their interactions with AI, ensuring it becomes a means for growth rather than a passive distraction.

Second, teachers should not fear poetry. As *the Dead Poets Society* reminds us, *"We don't read and write poetry because it's cute. We read and write poetry because we are members of the human race"* (Weir, 1989). Poetry offers a path to healing and reconnection in a world devastated by the pandemic. Its brevity and depth make it a powerful tool for students, especially those with limited attention spans. Through its rich meanings and evocative language, poetry can captivate students and strengthen their ability to focus and engage deeply with texts. By introducing students to poetry, teachers can spark an interest in other literary genres, such as short stories, essays, plays, and novels, encouraging a lifelong appreciation for reading and critical thinking.

As William Ernest Henley declares in the final stanzas of *Invictus*:

It matters not how strait the gate,

How charged with punishments the scroll,

I am the master of my fate,

I am the captain of my soul (Henley, 1875)

These words are the essence of this work—a testament to resilience, innovation, and the belief in the transformative power of education despite the terrible repercussions of a pandemic. Through poetry, technology, and collaboration, this study has charted a course that empowers students and teachers to take control of their learning journeys, shaping their destinies with courage, creativity, and purpose. The conclusion is not an end but an invitation to continue forging paths of discovery where literature and innovation meet.

Figure 9

Poetry and AI

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o for illustrative purposes.

Chapter VI

Proposal

6.1 PROPOSAL

This proposal outlines a Task-Based Learning (TBL) unit, Exploring *Poetry through Technology and TBL*, designed to enhance language proficiency and critical thinking among 20 systematically selected 10th-grade students in the Conversational English Technology class at Colegio Madre del Divino Pastor (CMDP). Conducted in the Language Lab over three 2-hour extracurricular sessions, the unit incorporates poetry and the innovative use of Artificial Intelligence (ChatGPT-4o) to foster a deeper understanding and appreciation of literary expression. Combining listening, speaking, writing, and interactive AI tools, students move from foundational exploration of poetry to creating and critiquing their own work, with a strong focus on ethical AI use. The sessions are supported by materials such as computers, internet access, video beam, headsets, and traditional classroom supplies, ensuring an engaging and technologically integrated learning experience.

6.2 GENERAL OBJECTIVE

a) To integrate poetry with a Task-Based Learning (TBL) approach and Artificial Intelligence (ChatGPT-4o) to enhance language proficiency and critical thinking skills among 10th-grade Conversational English Technology students at Colegio Madre del Divino Pastor (CMDP) in a post-pandemic educational context.

6.3 LEARNING OBJECTIVES

Students will:

a) Engage with different forms of poetry.

b) Analyze and discuss various forms of poetry.

c) Develop writing and paraphrasing skills through interactive exercises.

d) Experiment with poetry creation and illustration using ChatGPT-4o.

e) Build ethical awareness in AI-assisted creative tasks.

6.4 CRITICAL THINKING SKILLS

Students will:

- Explore themes and symbols in poems, such as resilience in *Still I Rise* (Angelou, 1978) and hope in *Hope is the Thing with Feathers* (Dickinson, 1891).
- Discuss abstract ideas and how poets use language to convey powerful messages.
- Analyze poetry from authors such as Jim Morrison and Maya Angelou.
- Reflect on the ethical implications of using AI in original work.
- Paraphrase and interpret poetic lines and discuss possible meanings with peers, justifying their interpretations.
- Compare and contrast poetic structures and styles, discerning unique qualities and purposes. This comparison enhances understanding of the versatility of language and form in artistic expression.

6.5 CONTENT

a) Introduction to basic poetry terminology

b) Analysis of selected poems

c) Exploration of different poetic styles

d) Use of WH-questions to discuss and analyze poetry

e) Creation of original poetry

f) Ethical AI use in exploration and production tasks

6.6 SESSION 1

Introduction to Poetry and AI

(2 Hours)

6.6.1 Pre-Task Stage 1

- **Grouping Activity: Poetic Pairs**

  (5 minutes): Each student receives a line from a famous poem and finds their "pair" by locating a matching line. Once seated, students listen to a welcome message generated by ChatGPT-4o (See Appendix D).

- **Schema Activation Activity: WH-Questions**

  (10 minutes): Students read a handout with a fragment of *Still I Rise* by Maya Angelou (1978) (See Appendix E) and discuss it using WH-questions to practice inquiry and analysis based on Chai et al. (2022). Sample questions include that teachers can write on the board:

  - "Who might the speaker represent?"
  - "What emotions does the poem evoke?"
  - "What is the poem about?"
  - "Why does the speaker talk about rising despite challenges?"

  Students discuss these questions with their partners, marking unfamiliar words and doodling down ideas for later use.

- **Introduction to Poetry Concepts**

  (10 minutes): The teacher introduces key terms (stanza, persona, metaphor, prompt) with examples. Students use ChatGPT-4o to ask questions about these terms, promoting an interactive approach to learning (Bloemendal, 2014). The teacher also discusses ethical AI use, emphasizing creativity over direct AI reliance.

- **Listening Activity: *Still I Rise***

  (10 minutes): Using ChatGPT-4o's reading feature, students listen to *Still I Rise* by Maya Angelou (1978). They discuss the fragment versus the complete poem, the tone, mood, and

themes in pairs, then ask ChatGPT-4o for vocabulary support to improve understanding and pronunciation. Students read the poem aloud to practice fluency.

- **Reflection**

  (5 minutes): Students compare and contrast their insights from the schema activation with their listening experience.

(15-Minute Break)

6.6.2 Task Cycle 1: Analyzing and Paraphrasing Poetry

- **Paraphrasing - *Hope is the Thing with Feathers***

  (20 minutes): Students read Emily Dickinson's (1891) *Hope is the Thing with Feathers* (See Appendix F) and then paraphrase it with ChatGPT-4o's feedback on vocabulary and structure, based on Tahmasebi (2019).

- **Interactive ChatGPT-4o Dialogue**

  (20 minutes): Students converse with ChatGPT-4o, asking questions about *Hope is the Thing with Feathers* (Dickinson, 1891) to deepen understanding, based on Bloemendal (2014). Sample questions include “What do feathers symbolize in this poem?”

6.6.3 Post-Task 1: Reflection and Reporting

- **Reflection and Class Discussion**

  (15 minutes): Students relate the poem to their personal experiences and discuss how ChatGPT-4o aided their comprehension.

6.6.4 Language Focus 1

(10 minutes) The teacher introduces a vocabulary and context activity focused on poetic language. Students complete the following exercise without using ChatGPT:

- **Activity: Guess the Word Through Context**

- Students are given a short paragraph with missing words related to poetry (e.g., *stanza*, *metaphor*, *imagery*, *rhyme*). They must fill in the blanks using context clues from the paragraph (See Appendix G).
- *Example*: "The poem's ____ was vivid, using ____ to describe the beauty of nature."

- **Group Review:** The teacher reviews answers as a class, helping students correct errors and ensure they understand each term.

6.7 SESSION 2

Creative Production and Illustrative Interpretation

(2 Hours)

6.7.1 Pre-Task Stage 2

- **Ethical AI Use**

  (10 minutes): The teacher reiterates the importance of using ChatGPT-4o to support rather than replace original ideas.

- **Schema Activation: *The Road Not Taken* by Robert Frost**

  (15 minutes): Students listen to *The Road Not Taken* (Frost, 1916) (See Appendix H) and brainstorm ideas using WH questions to interpret the poem (Chai et al., 2022).

(15-Minute Break)

6.7.2 Task Cycle 2: Illustrating "The Road Not Taken"

- **Paraphrasing and Interpretation**

  (15 minutes): Students create paraphrases for *The Road Not Taken* (Frost, 1916) using ChatGPT-4o for vocabulary support, followed by peer feedback (Tahmasebi, 2019).

- **Interactive ChatGPT-4o Illustration**

  (40 minutes): Students use ChatGPT-4o to generate an illustration of the poem based on details

("a yellow wood," "a forked path") from *The Road Not Taken* (Frost, 1916). Finished images are displayed in a virtual or physical "museum" for peer critique, based on Bloemendal (2014).

6.7.3 Post-Task 2: Reflection and Reporting

- **Class Discussion**

  (15 minutes): Students discuss how effectively their illustrations capture the poem's themes and reflect on ChatGPT-4o's contribution to their comprehension.

6.7.4 Language Focus 2

(10 minutes) The teacher leads a vocabulary and pronunciation practice activity related to language in the poem discussed. Students practice without using ChatGPT (See Appendix I):

- Activity: *Match the Meaning*
  - Students are given a list of vocabulary words (e.g., *wood*, *diverted*, etc.) and definitions. They must match each word to its correct meaning.
  - *Example*: "____ is when colors, shapes, or themes are intentionally different to draw attention."
- **Group Review:** The teacher reviews answers with the group, focusing on each term's correct pronunciation and contextual meaning.

6.8 SESSION 3

Advanced Analysis, Culture, and Poem Writing

(2 Hours)

6.8.1 Pre-Task Stage 3

- **Exploring Poetry in Culture**

  (10 minutes): The teacher shares song lyrics as examples of modern poetry, encouraging students to share their favorite English songs with ChatGPT-4o.

- **Schema Activation with ChatGPT-4o: Jim Morrison's *Awake***

  (5 minutes): The teacher introduces a fragment of Jim Morrison's *Awake* (Morrison, 1969) (See Appendix J). Students analyze its language and themes and compare the experience of reading versus listening. This activity promotes reflection on how poets affect culture and how poetry relates to personal experiences (Chai et al., 2022).

(15-Minute Break)

6.8.2 Task Cycle 3: Writing "My English" Inspired by "My Spanish" by Melisa Lozada-Oliva

- **Listening Activity**

  (10 minutes): Students listen to *My Spanish* by Melisa Lozada-Oliva (2017) (See Appendix K). using ChatGPT-4o, then discuss its meaning and relevance to their language-learning experience.

- **WH-Questions for Understanding**

  (10 minutes): Students brainstorm themes and emotions in *My Spanish*, using ChatGPT-4o for vocabulary clarification, based on Chai et al. (2022).

- **Consciousness-Raising Task**

  (10 minutes): Students underline stylistic devices in the poem *My Spanish*, noting how language conveys meaning. They compare their English-learning journey with Lozada-Oliva's experience, based on Tahmasebi (2019).

- **Poem Writing: *My English***

  (30 minutes): Students write a poem based on their experiences learning English, inspired by *My Spanish* by Melisa Lozada-Oliva (2017). They choose from three forms (Haiku, Acrostic, or Free Verse) and may consult ChatGPT-4o only after completing an original draft for vocabulary feedback. Suggested structures are provided:

- **Haiku**
  - A traditional Japanese form with a 5-7-5 syllable pattern, often focused on nature or a single moment.
  - ***Example*:**

    "An old silent pond...

    A frog jumps into the pond—

    Splash! Silence again"

    (Basho, 1686/1995).
- **Acrostic**
  - Each line's first letter spells a word vertically, allowing for creative freedom within the structure.
  - ***Example with "LOVE"***

    "Laughter and joy,

    Opens hearts wide,

    Vast as the sky,

    Everlasting and true."
- **Free Verse**
  - A poem with no specific rhyme scheme or structure, ideal for students who want flexibility.

6.8.3 Post-Task Stage 3: Reflection and Poem Reading

- **Self-Assessment and Teacher Feedback**

  (20 minutes): Students present their poems in a "Poetry Café" format, reading aloud to the class.

They reflect on the creative process and share how ChatGPT-4o supported their vocabulary and idea generation.

6.8.4 Language Focus 3

(10 minutes) The teacher leads a grammar and style activity, helping students refine sentence structure in poetry writing (See Appendix L).

- **Activity:** ***Choose the Correct Word or Phrase***
    - Students receive sentences with two options per blank, selecting the correct one based on grammar and style.
    - *Example*: "The poet uses [contrast/contradiction] to make the themes [clear / clearly] to the reader."
- **Group Review:** The teacher reviews answers, emphasizing word choice and poetic style**.**

6.8.5 Final Reflection Questions

***(10 minutes)*:**

- "What have you learned about poetry and AI in this unit?"
- "How has your perception of poetry changed?"
- "What role should AI play in creative work?"

6.9 SUGGESTED BIBLIOGRAPHY

Angelou, M. (1978). *And Still I Rise*. Random House.

Blake, W. (1794). *The Tyger*. In *Songs of Experience*. Dover Publications.

Bloemendal, I. (2014). *Teaching Poetry Writing in the Communicative EFL Classroom* [Master's Thesis, Radboud University]. Radboud Repository.

Chai, Z. F., Swanto, S., Din, W. A., & Othman, Z. (2022). Using WH-questions Strategy

And Poetry to Improve Writing Skills Among ESL Malaysian Primary School Learners during Post-Pandemic. *Journal of Education and e-Learning Research, 9*(1), 45-54, 359–368. https://doi.org/10.20448/journal.509.2022.91.45.54

Dickinson, E. (1891). *Hope Is the Thing with Feathers*. In *Poems by Emily Dickinson: Second Series* (pp. 31-32). Roberts Brothers.

Frost, R. (1916). *The Road Not Taken*. In *Mountain Interval* (pp. 9–10). Henry Holt and Company.

Hughes, L. (1926). *Dreams*. In *The Weary Blues*. Knopf.

Kipling, R. (1910). *If—*. In *Rewards and Fairies*. Macmillan.

Lozada-Oliva, M. (2017). *My Spanish*. Button Poetry.

Morrison, J. (1970). *The Lords and the New Creatures*. Simon & Schuster.

Poe, E. A. (1845). *The Raven*. American Review.

Silverstein, S. (1974). *Where the Sidewalk Ends*. Harper & Row.

Tennyson, A. (1854). *The Charge of the Light Brigade*. In *Maud, and Other Poems*. Edward Moxon.

Tahmasebi, L. (2019). *Stylistic Approach to Teaching Poetry in ESL Classrooms* [Master's Thesis, University of Tehran]. UT Repository.

Wordsworth, W. (1807). *I Wandered Lonely as a Cloud*. In *Poems, in Two Volumes* (Vol. 2). Longman, Hurst, Rees, and Orme.

References

Angelou, M. (1978). *And Still I Rise*. Random House.

ATLAS.ti. (2024). *Basic vs Applied Research: Comparison, Examples & Interplay.* ATLAS.ti. https://atlasti.com/research-hub/basic-vs-applied-research

Babbie, E. (2021). *The Practice of Social Research* (15th ed.). Cengage Learning.

Bachman, L. F., & Palmer, A. S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford University Press.

Bender, E. M., Gebru, T., McMillan-Major, A., & Shmitchell, S. (2021). On the Dangers of Stochastic Parrots: Can Language Models Be Too Big? *Proceedings of the 2021 ACM Conference on Fairness, Accountability, and Transparency*, 610-623. https://doi.org/10.1145/3442188.3445922

Blake, W. (1794). *The Tyger*. In *Songs of Experience*. Dover Publications.

Bloemendal, I. (2014). *Teaching Poetry Writing in the Communicative EFL Classroom* [Master's Thesis, Radboud University]. Radboud Repository.

Burke, J. (2014). *The English Teacher's Companion: A Completely New Guide to Classroom, Curriculum, and the Profession* (4th ed.). Heinemann.

Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1-47.

Chai, Z. F., Swanto, S., Din, W. A., & Othman, Z. (2022). Using WH-questions Strategy and Poetry to Improve Writing Skills Among ESL Malaysian Primary School Learners during Post-Pandemic. *Journal of Education and e-Learning Research, 9*(1), 45-54, 359–368. https://doi.org/10.20448/journal.509.2022.91.45.54

Chandy, R. (2017). The Communicative Approach to Language Teaching. *TESOL*

Quarterly, 12(3), 231-254.

Chandy, R. (2017). The Communicative Teaching Project: N. S. Prabhu's Bangalore Project. In *TESOL Encyclopedia of English Language Teaching*. https://doi.org/10.1002/9781118784235.eelt0206

Copeland, B. J. (2020). Artificial Intelligence. *Britannica*. https://www.britannica.com/technology/artificial-intelligence

Cordoba-Zuñiga, E. (2016). Task-based Language Teaching in Costa Rican Public Schools: An analysis from the perspective of English teachers. *Revista de Lenguas Modernas*, (24), 327-343.

Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (3rd ed.). SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Plano-Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.). SAGE Publications.

Dickinson, E. (1873). *The Complete Poems of Emily Dickinson.* Little, Brown, and Company.

Dickinson, E. (1890). There Is No Frigate Like a Book. In *Poems by Emily Dickinson.* Roberts Brothers.

Dickinson, E. (1891). *Hope Is the Thing with Feathers*. In *Poems by Emily Dickinson: Second Series* (pp. 31-32). Roberts Brothers.

Doe, J. (2023). User-friendly Design and Educational Benefits of ChatGPT-4o. *Journal of Artificial Intelligence in Education, 29*(2), 7-10.

https://doi.org/10.1234/jaiedu.v29i2.123

Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and Student Learning in the United States: The Hurt Could Last a Lifetime. *McKinsey & Company*, 1-15.

Eliot, T. S. (1943). *Four Quartets.* Harcourt, Brace and Company.

Ellis, R. (2000). Task-based Research and Language Pedagogy. *Language Teaching Research, 4*(3), 193-220. https://doi.org/10.1177/136216880000400302

Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.

Ellis, R. (2009). Task-based Language Teaching: Sorting Out the Misunderstandings. *International Journal of Applied Linguistics, 19*(3), 221-246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Ellis, R. (2014). Principles of Instructed Language Learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 31–45). National Geographic Learning.

Ellis, R. (2014). *The Study of Second Language Acquisition*. Oxford University Press.

Eliot, T. S. (1915). The Love Song of J. Alfred Prufrock. In T. S. Eliot (Ed.), *Prufrock and Other Observations*. The Egoist Ltd.

Facione, P. A. (1990). Critical Thinking: *A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.* The California Academic Press.

Flick, U. (2018). *An Introduction to Qualitative Research* (6th ed.). SAGE Publications.

Frost, R. (1916). *The Road Not Taken*. In *Mountain Interval* (pp. 9–10). Henry Holt and Company.

Frost, R. (1965). *The Collected Poems of Robert Frost*. Holt, Rinehart, and Winston.

Gautam, G. (2019). Integrated Skills in Task-based Language Teaching: Balancing the Four

Skills Through Tasks. *Journal of NELTA, 24*(1-2), 96-105. https://doi.org/10.3126/nelta.v24i1-2.27621

Gautam, R. (2019). Integrating Language Skills: Is it Possible?. *Journal of NELTA, 24*(1-2), 100-112.Goldberg, N. (2008). *Writing Down the Bones: Freeing the Writer Within*. Shambhala Publications.

Hake, R. R. (1998). *Interactive Engagement versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Tests Data for Introductory Physics Courses*. American Journal of Physics, 66(1), 64-74. https://doi.org/10.1119/1.18809

Hockly, N. (2012). Digital Literacies. *ELT Journal, 66*(1), 107-110. https://doi.org/10.1093/elt/ccr077

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*. https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.

Hughes, L. (1926). *Dreams*. In *The Weary Blues*. Knopf.

Johnson, C., & Eberly, J. (2020). Enhancing Engagement and Preventing Plagiarism: Authentic Assessment in the Online Classroom. *Journal of Online Learning and Teaching, 16*(2), 87-94.

Kahn, H., & Wiener, A. J. (1967). *The Year 2000: A Framework for Speculation on the Next Thirty-Three years*. Macmillan.

Kipling, R. (1910). *If—*. In *Rewards and Fairies*. Macmillan.

Kotler, P. (2003). *Marketing Management* (11th ed.). Prentice Hall.

Kukulska-Hulme, A., & Shield, L. (2008). An Overview of Mobile-Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *ReCALL, 20*(3), 271-289. https://doi.org/10.1017/S0958344008000335

Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge University Press.

Leedy, P. D., & Ormrod, J. E. (2019). *Practical Research: Planning and Design* (12th ed.). Pearson.

Long, M. H. (1985). A Role for Instruction in Second Language Acquisition: Task-based Language Teaching. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Acquisition* (pp. 77-99). Multilingual Matters.

Long, M. H. (2015). *Second Language Acquisition and Task-based Language Teaching*. Wiley-Blackwell.

Lozada-Oliva, M. (2017). *My Spanish*. Button Poetry.

Lynch, M. (2020). The Future of AI in Education: Adaptive Learning, Virtual Instructors, and AI-Supported Teaching. *The Tech Edvocate*. https://www.thetechedvocate.org/future-ai-education-adaptive-learning-virtual-instructors-ai-supported-teaching/

Maley, A., & Duff, A. (2005). *Drama Techniques: A Resource Book of Communication Activities for Language Teachers* (3rd ed.). Cambridge University Press.

Maley, A., & Duff, A. (2005). *Literature*. Oxford University Press.

McGee, P. (2012). *A Handbook of Poetic Forms*. Teachers & Writers Collaborative.

Ministerio de Educación Pública. (2021). *Informe Sobre la Situación Educativa en Costa Rica durante la Pandemia*. Ministerio de Educación Pública, 1-25.

Ministerio de Educación Pública. (2021). *Estrategia para el Regreso a Clases en el Contexto del COVID-19*. Ministerio de Educación Pública de Costa Rica.

Moorhouse, B. L. (2021). Adaptations to a Face-to-face Initial Teacher Education Course 'Forced' Online Due to the COVID-19 Pandemic. *Journal of Education for Teaching, 47*(2), 202-204. https://doi.org/10.1080/02607476.2020.1755205

Morrison, J. (1970). *The Lords and the New Creatures*. Simon & Schuster.

Mullen, E. (2004). *Essentials of Poetry*. Harcourt Brace.

Neruda, P. (1970). *Selected poems of Pablo Neruda* (N. Tarn, Ed. & Trans.). Grove Press.

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.

Nunan, D. (2010). *Task-based Language Teaching*. Cambridge University Press.

Padmashree, R. P. (2024). *Whispering dreams*. Educational Insights Publishing.

Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). SAGE Publications.

Paul, R., & Elder, L. (2014). *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life.* Pearson Education.

Poe, E. A. (1845). *The Raven*. American Review.

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford University Press.

Punch, K. F. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed.). SAGE Publications.

Quade, E. S. (1982). *Analysis for Public Decisions*. Elsevier.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge University Press.

Rodríguez, A. (2024). AI & Poetry. [Digital drawing created using ChatGPT-4o]. In *The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP)* (Research Project). Universidad Hispanoamericana.

Rodríguez, A. (2024). Poetry. [Digital drawing created using ChatGPT-4o]. In *The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP)* (Research Project). Universidad Hispanoamericana.

Rodríguez, A. (2024). Pull-along Toy with 5 Little Ducklings and Their Mother Duck [Digital drawing created using ChatGPT-4o]. In *The Effectiveness of Using Poetry with the Task-Based Approach Incorporating Artificial Intelligence (ChatGPT-4o) to Improve Language Proficiency and Critical Thinking in the Post-Pandemic Educational Context with Conversational English Technology 10th Graders at Colegio Madre del Divino Pastor (CMDP)* (Research Project). Universidad Hispanoamericana.

Rodríguez, A., & Ruiz, J. (2021). Digital Divide in Costa Rican Education During COVID-19. *Journal of Educational Technology, 37*(1), 20-32.

Russell, S. J., & Norvig, P. (2016). *Artificial Intelligence: A Modern Approach* (3rd ed.). Pearson.

Sawyer, R. K. (2012). *Explaining Creativity: The Science of Human Innovation* (2nd ed.). Oxford University Press.

Serholt, S., Barendregt, W., Vasalou, A., Alves-Oliveira, P., Jones, A., & Paiva, A. (2017).

The Case of Classroom Robots: Teachers' Deliberations on the Ethical Tensions. *AI & Society, 32*(4), 613- 631. https://doi.org/10.1007/s00146-016-0677-0

Shakespeare, W. (1609). Shall I Compare Thee to a Summer's Day? In *Sonnets*. Thomas Thorpe.

Shelley, P. B. (1821). A Defence of Poetry. In J. E. Jordan (Ed.), *Shelley's Poetry and Prose* (pp. 504-535). Norton.

Silverstein, S. (1974). *Where the Sidewalk Ends*. Harper & Row.

Skehan, P. (1998). *A Cognitive Approach to Language Learning*. Oxford University Press.

Smith, J. (2023). ChatGPT-4o: Innovations and Improvements. *Journal of Advanced Computing, 12*(2), 3-8.

Stebbins, R. A. (2001). *Exploratory Research in the Social Sciences*. SAGE Publications.

Storch, N. (2013). *Collaborative Writing in L2 Classrooms*. Multilingual Matters.

Tahmasebi, L. (2019). *Stylistic Approach to Teaching Poetry in ESL Classrooms* [Master's Thesis, University of Tehran]. UT Repository.

Tennyson, A. (1854). *The Charge of the Light Brigade*. In *Maud, and Other Poems*. Edward Moxon.

Tomlinson, B. (2003). *Developing Materials for Language Teaching*. Continuum.

Trust, T., & Whalen, J. (2020). Should Teachers Be Trained in Emergency Remote Teaching? Lessons Learned from the COVID-19 Pandemic. *Journal of Technology and Teacher Education, 28*(2), 185-192.

UNESCO. (2020). *Education: From Disruption to Recovery*. United Nations Educational, Scientific and Cultural Organization.

van Wynsberghe, A. (2021). Sustainable AI: AI for Sustainability and the Sustainability of AI. *AI and Ethics, 1*(3), 213-231. https://doi.org/10.1007/s43681-021-00043-1

Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Warschauer, M., & Healey, D. (1998). Computers and Language Learning: An Overview. *Language Teaching*, 31(2), 57-71. https://doi.org/10.1017/S0261444800012970

Weir, P. (Director). (1989). *Dead poets society* [Film]. Touchstone Pictures.

White, R., & Arndt, V. (1991). *Process Writing*. Longman.

Willis, J. (1996). *A Framework for Task-based Learning*. Longman.

Willis, D., & Willis, J. (2007). *Doing Task-based Teaching*. Oxford University Press.

Wordsworth, W. (1802). Preface to Lyrical Ballads. In R. L. Brett & A. R. Jones (Eds.), *Lyrical Ballads* (2nd ed., pp. 1-14). Routledge.

Wordsworth, W. (1807). *I Wandered Lonely as a Cloud*. In *Poems, in Two Volumes* (Vol. 2). Longman, Hurst, Rees, and Orme.

Zaccoletti, S., Camacho, A., Correia, N., Aguiar, C., Mason, L., Alves, R. A., & Daniel, J. R. (2020). Parents' Perceptions of Student Academic Motivation during the COVID-19 Lockdown: A Cross-country Comparison. *Frontiers in Psychology*, *11*, 592670. https://doi.org/10.3389/fpsyg.2020.592670

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic Review of Research on Artificial Intelligence Applications in Higher Education: Analyzing the Trends and Prospects for the Future. *International Journal of Educational Technology in Higher Education*, *16*(1), 1-27. https://doi.org/10.1186/s41239-019-0179-y

List of Figures

List of Tables

List of Appendices

Appendix E: *Still I Rise*

The full text of the poem *Still I Rise* by Maya Angelou, used in the TBL unit.

Appendix F: *Hope Is The Thing with Feathers*

The full text of the poem *Hope Is The Thing with Feathers* by Emily Dickinson, used in the TBL unit.

Appendix G: Poetry Vocabulary Fill-in-the-Blanks

Activity sheet for students to fill in the blanks with poetry-related vocabulary.

Appendix H: *The Road Not Taken*

The full text of the poem *The Road Not Taken* by Robert Frost, used in the TBL unit.

Appendix I: Match the Meaning

Activity sheet for matching vocabulary words to their meanings, based on poetry.

Appendix J: *Awake*

The full text of the poem *Awake*, used in the TBL unit.

Appendix K: *My Spanish*

The full text of the poem *My Spanish*, used in the TBL unit.

Appendix L: Choose The Correct Word or Phrase

Activity sheet for students to choose the correct word or phrase in a poetry context.

Appendices

Appendix A: Summary of the results obtained from the entry level questionnaire conducted with participants.

Table 22

Summary of the results obtained from the entry-level questionnaire conducted with participants.

Entry Level Questionnaire Questions	**Results**			
Part A: Attitudes Towards English Language Learning	**YES**	**YES %**	**NO**	**NO%**
1. Do you enjoy learning English?	20	100.0%	0	0.0%
2. Are you confident in your English language skills?	12	60.0%	8	40.0%
Part B: Experience with Poetry	**YES**	**YES %**	**NO**	**NO%**
3. Do you read poetry in any language?	6	30.0%	14	70.0%
4. Have you read poetry in English before?	14	70.0%	6	30.0%
5. Do you think you would enjoy analyzing poetry in English?	14	70.0%	6	30.0%
Part C: Perceptions of Poetry in Language Learning	**YES**	**YES %**	**NO**	**NO%**
6. Do you think poetry can help improve your English language skills?	20	100.0%	0	0.0%
7. Are you interested in using poetry as a tool to learn English?	14	70.0%	6	30.0%
8. Do you think analyzing poetry can help improve your critical thinking skills?	18	90.0%	2	10.0%
9. Do you believe writing poetry can enhance your understanding of English grammar and vocabulary?	17	85.0%	3	15.0%
Part D: Learning Preferences	**YES**	**YES %**	**NO**	**NO%**
10. Do you prefer to learn through reading?	13	65.0%	7	35.0%
11. Do you prefer to learn through writing?	12	60.0%	8	40.0%
12. Do you prefer to learn through listening?	15	75.0%	5	25.0%
13. Do you prefer to learn through speaking with others?	15	75.0%	5	25.0%
14. Do you find group discussions engaging in an English class?	19	95.0%	1	5.0%
15. Do you find reading and analyzing texts engaging in an English class?	16	80.0%	4	20.0%
16. Do you find writing assignments engaging in an English class?	11	55.0%	9	45.0%
17. Do you find creative activities engaging in an English class?	19	95.0%	1	5.0%
Part E: Use of ChatGPT-4o	**YES**	**YES %**	**NO**	**NO%**
18. Have you used ChatGPT-4o or similar AI tools before?	10	50.0%	10	50.0%

19. Are you interested in using ChatGPT-4o to assist with learning English?	19	95.0%	1	5.0%

Appendix B: Summary of the results obtained from the exit level questionnaire conducted with participants.

Table 23

Summary of the results obtained from the exit level questionnaire conducted with participants.

Exit Level Questionnaire Questions	**Results**			
Part A: Attitudes Towards English Language Learning	**YES**	**YES %**	**NO**	**NO%**
1. Do you feel more motivated to learn English after these activities?	20	100.0%	0	0.0%
2. After these activities, do you feel more confident about your English skills?	19	95.0%	1	5.0%
3. Do you feel your English skills improved during these activities?	17	85.0%	3	15.0%
Part B: Experience with Poetry	**YES**	**YES %**	**NO**	**NO%**
4. Did you enjoy reading and analyzing poetry in English during these activities?	17	85.0%	3	15.0%
5. Do you feel that analyzing poetry has helped improve your English language skills?	20	100.0%	0	0.0%
Part C: Perceptions of Poetry in Language Learning	**YES**	**YES %**	**NO**	**NO%**
6. Do you think writing poetry has enhanced your understanding of English grammar and vocabulary?	19	95.0%	1	5.0%
7. Do you think poetry can help improve critical thinking skills?	17	85.0%	3	15.0%
8. Do you think poetry can help improve your English language skills?	20	100.0%	0	0.0%
9. Are you interested in continuing to use poetry as a tool to learn English?	15	75.0%	5	25.0%
10. Do you believe that poetry has made learning English more enjoyable?	18	90.0%	2	10.0%
Part D: Learning Preferences	**YES**	**YES %**	**NO**	**NO%**
11. Do you prefer to learn through reading?	13	65.0%	7	35.0%
12. Do you prefer to learn through writing?	13	65.0%	7	35.0%
13. Do you prefer to learn through listening?	16	80.0%	4	20.0%
14. Do you prefer to learn through speaking with others?	18	90.0%	2	10.0%
15. Do you find group discussions engaging in an English class?	20	100.0%	0	0.0%
16. Do you find reading and analyzing texts engaging in an English class?	15	75.0%	5	25.0%

17. Do you find writing assignments engaging in an English class?	11	55.0%	9	45.0%
18. Do you find creative activities engaging in an English class?	20	100.0%	0	0.0%
Part E: Use of ChatGPT-4o	**YES**	**YES %**	**NO**	**NO%**
19. Have you used ChatGPT-4o or similar AI tools before this course?	10	50.0%	10	50.0%
20. Did you find ChatGPT-4o helpful in learning English?	20	100.0%	0	0.0%
21. Are you interested in continuing to use ChatGPT-4o to assist with learning English?	20	100.0%	0	0.0%
22. Do you think ChatGPT-4o has improved your engagement with the course material?	20	100.0%	0	0.0%
23. Do you believe integrating AI and poetry made learning more interactive and fun?	20	100.0%	0	0.0%

Appendix C: Checklist of Observable Behaviors During the Administration of a TBL Plan Using Poetry and ChatGPT-4o

Table 24

Checklist of Observable Behaviors During the Administration of a TBL Plan Using Poetry and ChatGPT-4o

Checklist of Observable Behaviors During the Administration of a TBL Plan Using Poetry and ChatGPT-4o		
Pre-Task Stage		
Observable Behavior	☑	**Notes**
Students show interest in the introduction of the poetry topic.	✓	Students ask questions about what a stanza is, a persona, etc.
Students ask questions about the upcoming tasks.	-	Not observed.
Students take notes during the introduction.	✓	Students take notes, side notes, etc.
Students demonstrate understanding by paraphrasing instructions.	-	Paraphrasing of instructions was not observed.
Students ask clarifying questions about the task.	✓	Students ask clarifying questions.
Students show readiness to start the task.	✓	They were very eager to participate.
Task Stage		
Interaction with Poetry:		
Students read the assigned poems attentively.	✓	
Students highlight or annotate key parts of the poems.	✓	Students highlighted and underlined parts of the poems, and they wrote side notes. They took notes in their notebooks.
Students discuss the meaning of poems with peers.	✓	
Use of ChatGPT-4o:		
Students effectively use ChatGPT-4o to generate AI prompts.	✓	
Students use ChatGPT-4o to generate AI art related to poetry.	✓	Students showed excitement about the creation of AI art.
Students use ChatGPT-4o to generate their own poems or creative writing pieces.	✓	Students were very motivated to write and share their poetry.
Group Collaboration:		
Students engage in discussions with group members.	✓	

Students share their ideas and interpretations of the poems.	✓	
Students listen actively to peers' contributions.	✓	They were very attentive to their partners' work.
Students work together to solve problems or complete tasks.	✓	
Critical Thinking and Analysis:		
Students identify themes and stylistic devices in poems.	✓	They shared personal experiences related to the themes of the poems.
Students provide evidence from the text to support their interpretations.	-	Not observed.
Students ask probing questions about the poems' deeper meanings.	✓	
Language Proficiency:		
Students use a diverse vocabulary in their poetry writing.	✓	
Students experiment with different poetic forms and styles, improving their communicative skills.	✓	
Students improve their grammar through different activities related to poetry.	-	Not observed.
Post-task Stage		
Presentation and Sharing:		
Students present their poems or analyses to the class.	✓	
Students provide constructive feedback on peers' presentations.	✓	Students commented on their peers' work and were very supportive of it.
Students reflect on what they learned from the task.	✓	
Engagement in Reflection:		
Students participate actively in post-task discussions.	✓	They were so motivated that they did not want to finish the sessions.
Students share their experiences and thoughts on using poetry and ChatGPT-4o.	✓	They even wrote notes to the teacher expressing their love and gratitude.
Students suggest improvements or express interest in future tasks.	✓	
Overall Participation		
Students remain on task throughout the lesson.	✓	
Students show enthusiasm and motivation during activities.	✓	
Students demonstrate a positive attitude towards learning with poetry and AI tools.	✓	
Overall Use of Language Skills:		

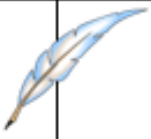
Students effectively use English to communicate with peers.	✓
Students apply new vocabulary and grammar concepts learned during the task.	✓
Students show improvement in language proficiency over time.	✓
Behavior and Classroom Management:	
Students follow classroom rules and procedures.	✓
Students show respect for the teacher and peers.	✓
Students handle technological tools responsibly.	✓
Notes and Comments:	Students shared their appreciation for the activities.
Specific examples of student engagement or notable behaviors.	Sometimes, they were moved by some themes discussed and related the poetry to their lives and their experiences. Students engaged deeply with themes, connecting poems to personal experiences, especially on topics like resilience. Some used ChatGPT-4o to brainstorm synonyms and refine wording, enhancing their poems' tone. Group debates and shared interpretations fostered a supportive, collaborative learning environment.
Any challenges faced during the task and how they were addressed.	Students were worried they would depend too much on ChatGPT. Ethical use of AI was fostered, such as its use for brainstorming while emphasizing personal interpretation. Challenges in terms of technology were few and easy to manage. Some struggled with complex themes initially, so scaffolding by breaking down poems and guiding analysis was fundamental. After that, students started decoding poems with a fresh approach. Time management was a big struggle since sometimes the discussions were so engaging and rich that it was a shame to hurry to finish tasks on time.

Suggestions for future tasks or improvements in the TBL plan.	In the future, it is advisable to introduce haikus, sonnets, etc., to expose students to varied structures and challenges. Implementing journals for self-assessment to help students internalize their learning can be a great idea. Design guidelines for ChatGPT -4o use and offer specific prompts for analysis and brainstorming rather than direct answers. Using real-world themes, such as poetry on social issues, would be really enriching, connecting learning to broader contexts and enhancing engagement.

Appendix D: Grouping Activity

Grouping Activity

Each student receives a line from a famous poem and finds their "pair" by locating a matching line. Once seated, students listen to a welcome message generated by ChatGPT-4o

Robert Frost, *The Road Not Taken* "Two roads diverged in a yellow wood,"	 And sorry I could not travel both." Frost, R. (1923)
Emily Dickinson, *Hope is the Thing with Feathers* "Hope is the thing with feathers	 That perches in the soul." Dickinson, E. (1891)
William Wordsworth, *I Wandered Lonely as a Cloud* "I wandered lonely as a cloud	 That floats on high o'er vales and hills." Wordsworth, W. (1807)
William Blake, *The Tyger* "Tyger, Tyger, burning bright,	 In the forests of the night." Blake, W. (1794)
Maya Angelou, *Still I Rise* "You may write me down in history	 With your bitter, twisted lies." Angelou, M. (1978)
Alfred, Lord Tennyson, *The Charge of the Light Brigade* "Half a league, half a league,"	 Half a league onward." Tennyson, A. (1854)
Langston Hughes, *Dreams* "Hold fast to dreams	 or if dreams die." Hughes, L. (1926)
Edgar Allan Poe, *The Raven* "Once upon a midnight dreary, while I pondered, weak and weary,"	 Over many a quaint and curious volume of forgotten lore." Poe, E. A. (1845)
Shel Silverstein, *Where the Sidewalk Ends* "There is a place where the sidewalk ends"	 And before the street begins." Silverstein, S. (1974)
Rudyard Kipling, *If—* "If you can keep your head when all about you"	 Are losing theirs and blaming it on you." Kipling, R. (1910)

Appendix E: Still I Rise

Still I Rise

By Maya Angelou (fragment)

You may write me down in history

With your bitter, twisted lies,

You may trod me in the very dirt

But still, like dust, I'll rise.

Leaving behind nights of terror and fear

I rise

Into a daybreak that’s wondrously clear

I rise

Bringing the gifts that my ancestors gave,

I am the dream and the hope of the slave.

I rise

I rise

I rise.

Angelou, M. (1978). *And Still I Rise*. Random House.

Figure 10

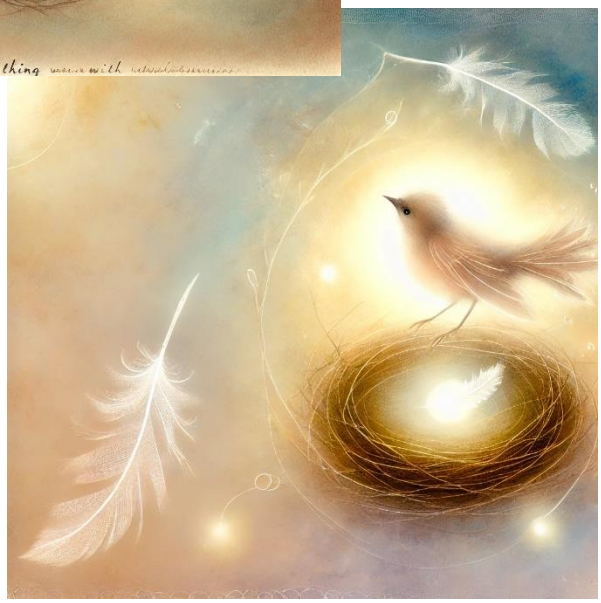
Still I Rise

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o.

Appendix F: Hope Is The Thing with Feathers

“Hope” is the thing with feathers

By Emily Dickinson



“Hope” is the thing with feathers -

That perches in the soul -

And sings the tune without the words -

And never stops - at all -

And sweetest - in the Gale - is heard -

And sore must be the storm -

That could abash the little Bird

That kept so many warm -

I’ve heard it in the chillest land -

And on the strangest Sea -

Yet - never - in Extremity,

It asked a crumb - of me.

Dickinson, E. (1891). *Hope Is the Thing with Feathers*. In *Poems by Emily Dickinson: Second Series* (pp. 31-32). Roberts Brothers

Figure 11

Hope Is the Thing with Feathers

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o.

Appendix G: Poetry Vocabulary Fill-in-the-Blanks

Activity: Poetry Vocabulary Fill-in-the-Blanks

Instructions: Fill in the blanks with the appropriate poetry terms: stanza, metaphor, imagery, rhyme.

Paragraph:

"The poet's use of ____ creates a strong mental picture for the reader. Each ____ builds rhythm and structure, while the ____ adds a musical quality. A ____ compares two things, making the poem's meaning more vivid."

Appendix H: The Road Not Taken

The Road Not Taken

By Robert Frost

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;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

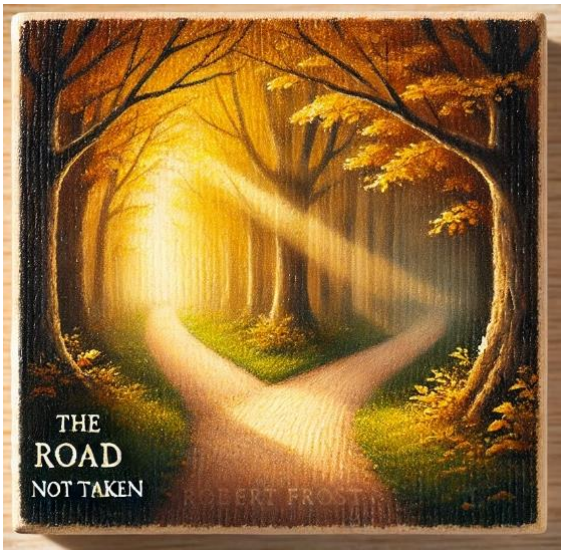
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference

Frost, R. (1916). *The Road Not Taken*. In *Mountain Interval* (pp. 9–10). Henry Holt and Company.

Figure 12

The Road Not Taken



Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o.

Appendix I: Match the Meaning

Activity: Fill in the Blanks - Match the Meaning

Instructions: Match each word to its correct definition by filling in the blanks.

Words: wood, diverged, undergrowth, claim, fair, trodden

Definitions:

1. **_____ : To go in different directions from a single starting point.**
2. **_____ : An area filled with small bushes and plants.**
3. **_____ : Covered with trees.**
4. **_____ : To assert something as a fact.**
5. **_____ : Having a pleasing or attractive appearance.**
6. **_____ : Walked on or flattened by footsteps.**

Appendix J: Awake

Awake

By Jim Morrison (fragment)

Shake dreams from your hair

My pretty child, my sweet one.

Choose the day and

choose the sign of your day

The day's divinity

First thing you see.

Morrison, J. (1970). *The Lords and the New Creatures*. Simon & Schuster.

Figure 13

Awake

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o.

Appendix K: My Spanish

My Spanish

By Melisa Lozada-Oliva

If you ask me if I am fluent in Spanish I will tell you

My Spanish is an itchy phantom limb: reaching for a word and only finding air

My Spanish is my third birthday party: half of it is memory, and the other half is a

photograph on the fridge is what my family has told me

If you ask me if I am fluent I I will tell you that

My Spanish is puzzle left in the rain

Too soggy to make its parts fit so that it can look just like the picture on the box.

I will tell you that

My Spanish is possessive adjectives.

It is proper nouns dressed in pearls and bracelets.

It is are you up yet. It is there is a lot to do today

My Spanish is on my resume as a skill.

My Spanish is on a toothbrush in red-mouth marks

If you ask me I will tell you

My Spanish is hungrier than it was before.

My Spanish reaches for words at the top of a shelf without a stepping stool

is hit in the head with all of the old words thats have been hiding up there

My Spanish wonders how bad is it to eat something that’s expired

My Spanish wonders if it has an expiration date

My Spanish asks you why it is always being compared to food

spicy, hot, sizzle

my Spanish tells you it is not something to be eaten

but does not really believe it.

If you ask me if I am fluent in Spanish I will tell you that

My Spanish bites on a pencil in the corner of a classroom and does not raise its hand

My Spanish is my older sister's sore smile at her only beauty pageant

My Spanish is made up story about a parent who never came home

My Spanish is made up story about a parent who never came home and traveled to beautiful

places and sent me post cards from all of them

My Spanish is me, tracing my fingers along every letter they were able to fit in

My Spanish is the real story of my parent's divorce

Chaotic, broken and something I have to choose to remember correctly

My Spanish is wondering when my parents will be American

asking me if I'm white yet

If you ask me if I am fluent in Spanish I will try to tell you the story

of how my parents met in an ESL class

How it was when they trained their mouths to say

I love you in a different language, I hate you with their mouths shut

I will tell you how my father's accent makes him sound like Zoro

how my mother tried to tie her tongue to a post with an English language leash

I will tell you that the tongue always ran stubbornly back to the language it had always

been in love with

Even when she tried to tame it it always turned loose

If you ask me if I am in fluent

I will tell you

My Spanish is understanding that there are stories will always be out of my reach

there are people who will never fit together the way that i want them to

there are letters that will always stay silent

there are some words that will always escape me.

Lozada-Oliva, M. (2017). *My Spanish*. Button Poetry.

Figure 14

My Spanish

Note: Digital drawing created by Angie Rodríguez (2024) using ChatGPT-4o.

Appendix L: Choose The Correct Word or Phrase

Activity: Choose the Correct Word or Phrase

Instructions: Select the correct word or phrase for each blank, based on grammar and style.

1. "The poem’s tone is [uplifting / uplifted] and filled with [hopeful / hopefully] imagery."
2. "Each stanza [contributes / contribution] to the overall [message / messaging] of the poem."
3. "The poet uses [metaphors / metaphor] to make the themes [clear / clearly] for the reader."
4. "Her choice of words [creates / creation] a vivid [picture / pictured] in the reader's mind."
5. "The use of rhyme [adds / added] a [musical / musically] quality to the poem."