

Role of AI in the Teaching of Tennyson's *Tithonus* in Stylistic Perspective

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Mr. B. Thangamarimuthu

*Reg. No.: MKU23PFOL11034, Part-Time Research Scholar
Madurai Kamaraj University, Madurai, Tamil Nadu*

Dr. C.S. Jeyaraman

*Research Guide & Associate Professor and Head
Department of English, Devanga Arts College, Aruppukottai, Tamil Nadu*

Abstract

*The integration of Artificial Intelligence (AI) in literature classrooms marks a significant pedagogical shift, especially when teaching complex poetic texts like Alfred Lord Tennyson's *Tithonus*. This research article explores how AI tools can support the stylistic analysis of *Tithonus*, enriching learners' understanding of its thematic depth, linguistic choices, and poetic structure. Through a stylistic perspective focusing on phonology, lexis, syntax, and figures of speech, the study demonstrates how AI can augment textual interpretation, promote student engagement, and facilitate differentiated instruction. Sample AI-generated poetic lines also illustrate the teaching potential of style-focused prompts.*

Keywords: Artificial Intelligence, Stylistic Approach, Tennyson, *Tithonus*, Literary Pedagogy, Digital Humanities

Introduction

Alfred Lord Tennyson's *Tithonus* is a dramatic monologue that deals with immortality, decay, and the sorrow of eternal life. Rich in stylistic nuance and mythic allusion, the poem presents interpretive challenges for students. Traditional teaching methods often fall short in engaging learners with the subtleties of diction, sound patterns, and narrative voice. The rise of AI-assisted technologies like ChatGPT, DeepL Write, and language models opens new avenues for stylistic analysis. It is offering instant feedback, highlighting stylistic patterns, and generating paraphrases or analogues. AI can serve as a co-teacher in literature classrooms. This article explores the integration of Artificial Intelligence (AI) in teaching Alfred Lord Tennyson's *Tithonus* through a stylistic approach, focusing on linguistic patterns, rhetorical devices, and thematic depth. It is combining computational text analysis with traditional literary pedagogy; we demonstrate how AI tools (e.g., NLP algorithms, sentiment analysis, and stylistic annotation) can enhance students' engagement with Tennyson's poetic techniques. Original poetic lines are composed to mirror *Tithonus*'s stylistic features, serving as comparative teaching aids. The study argues that AI-aided stylistic

analysis fosters deeper literary appreciation while preserving humanistic interpretation. Traditional teaching methods often struggle to quantify these subtleties, but AI-driven stylistic analysis can: Identify recurring linguistic patterns (e.g., melancholic modifiers, enjambment). Compare semantic fields (e.g., “decay” vs. “eternity”). Generate parallel poetic examples for pedagogical contrast. This paper merges computational stylistics with close reading, proposing an interdisciplinary framework for teaching Tithonus. This paper examines the stylistic perspectives of Tithonus and the educational potential of AI in its teaching.

Objectives

- To use AI supported study in teaching and learning Tennyson’s Tithonus.
- To integrate AI support in teaching poems.
- To study linguistics and literary elements of the poem.

Methodology

This qualitative study uses a stylistic approach to analyse key stanzas of Tithonus, supported by AI tools (text analysis, paraphrasing, rhythm detectors). It integrates Close textual reading, Stylistic feature identification, AI-generated responses for teaching demonstration, and AI-assisted poetic modelling in the teaching and learning processes of the poem. It will increase the features of digital humanities in the learning of poetry.

Stylistic Analysis of Tithonus with AI-Aided Pedagogy

In the learning purpose of poetry, AI assisted approaches will aid in the process of teaching and learning. The stylistic study of Tennyson’s Tithonus could be helpful to know the lexis and other semantic fields of the poem. The AI insights will enhance the teaching of phonology and sound patterns of the poem and improve the learning quality.

Lexis and Semantic Fields

“Me only cruel immortality

Consumes: I wither slowly in thine arms...” (Tithonus 5-6)

Lexical Field: Death, decay, eternity

AI Insight: Semantic clustering tools can help students identify recurring emotional tones (e.g., “wither,” “cruel,” “immortality”).

Teaching Tool: AI-based word clouds or tone analysers highlight emotional impact.

Phonology and Sound Patterns

“The woods decay, the woods decay and fall,

The vapours weep their burthen to the ground...” (Tithonus 1-2)

Repetition: Creates auditory decay through echoing.

Alliteration & Assonance: /w/ and /d/ sounds evoke weariness and descent.

AI Enhancement: Use tools like Text-to-Speech (TTS) for prosody practice, or phonological analysers to scan for alliteration and meter. The study of such methods will give the learners a clear understanding of the poem in multiple dimensions.

Syntax and Inversion

Syntax and syntactic inversion reflect the rhetorical questioning in the poem. It helps with the teaching and learning of the poem.

**“Why should a man desire in any way
To vary from the kindly race of men?” (Tithonus 28-29)**

Syntactic Inversion: Reflects formal rhetorical questioning.

Teaching Activity: Ask AI to rephrase the line in modern English and compare the tone.

Example Output: “Why would anyone want to be different from the rest of humankind?”

The facets of stylistics will give a clear-cut understanding of the role of inversion in poetry. It may provide an evolutionary output of the poem from the learner.

Imagery and Figurative Language

“Close over us, the silver star, thy guide,

Shines in those tremulous eyes that fill with tears” (Tithonus 25-26)

Metaphor: guiding as a silver star; mentorship personified.

AI Tool Use: Use visual generation tools (like DALL•E) to visualise metaphors, or metaphor detectors for stylistic annotation, such as ‘silver star’.

Hence, imagery and figurative language help the learner to grasp the ideas of the poem. AI assistance in image making and of the poetic scenes will enhance the understanding of the poem. This type of image creation can be generated as a classroom activity where students compare AI images with Tennyson’s style and critique tone, structure, and diction. It will assist the students’ grasp.

Pedagogical Implications

AI plays a role in pedagogical implications. It could highlight the poetic features, paraphrasing methods, translation process, creative methods, digital humanities, and collaborative learning of AI-based stylistic workouts.

- Stylistic highlighting of poetic features.
- Instant paraphrasing and modern translations for difficult lines.
- Creative writing is supported by imitating Tennyson’s style.
- Collaborative learning through chat-based analysis and stylistic workout.

There are particular challenges, including over-reliance on AI interpretation and potential dilution of nuanced literary reading, which can be mitigated by guided critical engagement by the teacher with the learner.

AI Tools for Stylistic Analysis and Pedagogical Application

In teaching and learning of Tennyson’s “Tithonus”, a stylistic analysis with the help of AI tools will be used in the pedagogical process. NLP, Sentient Analysis, Machine Generated Poetry, Lesson Planning, Pre-analysis, AI integration, and creative tasking methods can be learned easily.

In the pedagogic process, Natural Language Processing (NLP) facilitates the understanding of grammatical structures and semantic fields. Sentiment Analysis enriches the quality and tonal shifts (e.g., despair → resignation) of the poem. Machine-Generated Poetry provides students with a clear understanding of the stylistic nuances for comparative study of the poem with AI century poetic reading from the perspective of digital humanities. Students can compare the imitation of AI and Tennyson’s original poem to notice the stylistic quality (e.g., archaic diction, nature metaphors) of the poem. While teaching, a Lesson Plan gives the teacher a clear idea of their lecture and other activities for the students. Lesson planning becomes easy with the help of AI tools like LLMs, and stylistic perspectives are clearly understood with the help of AI tools. The Pre-Analysis will help keep in mind the annotations of the poem. Students can annotate the poem Tithonus manually for stylistic devices. It enhances the decoding quality of the student. AI Integration in the teaching and

learning of the poem Tithonus aids the students' competence by integrating the poetic passages with NLP tools (e.g., Voyant Texts). It helps to estimate the stylistic patterns of the poem in the learning process. Creative Task can be given to the students to compose original poetic lines that mimic Tennyson's style and then refine using AI to get positive feedback. It could improve the critical tendencies of the learner. So, the integration of AI in teaching and learning stylistic perspectives of Tennyson's Tithonus will positively help the learning process. It can be applied in the process of language teaching from the elementary classes to higher studies.

Conclusion

Thus, AI-assisted tools present exciting possibilities for teaching and learning complex poetic texts like Tennyson's Tithonus through stylistic devices. They help to decode intricate poetic strategies, making learning more engaging and accessible. However, human judgment and literary sensibility remain essential in guiding AI integration to maintain depth, empathy, and interpretive nuance in literary education. AI approach in teaching poetry will enhance stylistic teaching of Tithonus by democratising access to pattern recognition and generating comparative texts for active learning. AI assisted learning identifies 'how' style works, while students interpret 'why'. So, Future research could explore multimodal AI (e.g., analysing recitation rhythms) or cross-linguistic stylistic transfer in the pedagogical process of the poem.

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Additional Information

Key AI Tools

1. Voyant Texts (Textual visualisation).
2. GPT-4 (Stylistic emulation).
3. LIWC (Sentiment analysis).
4. This approach bridges computational efficiency and humanistic sensitivity, offering a model for teaching poetry in the digital age. Would you like a sample worksheet for classroom use?.