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Syntax of Language in Visual Arts Education: Interactive Understanding through Image Prompt Generator

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Abstract

The development of image generators in visual arts has garnered attention from the field of art education, and this article explores the interaction between language syntax and visual arts through the use of image prompt generators. Given the increasing utilization of AI technology in visual creativity within art education. The research methodology involves analyzing the language syntax within prompts used as instructions for image prompt generators, followed by a visual evaluation of the generated outcomes related to the language descriptions. Data analysis will highlight the correlation between language syntax instructions and visual interpretations, with the subjective of identifying the extent to which language usage influences visual artistic creativity. The results are expected to provide a deeper understanding of the impact of language syntax in creating visual artworks through image prompt generator technology. The implications of this research can enhance comprehension of language syntax usage in the context of visual arts and support the development of more interactive art education methods.

Keywords: language syntax, visual arts education, image prompt generator

1. Introduction

The advancement of technology and the development of virtual reality technology have become a collection of cross-composite multi-modal technologies that are increasingly popular in human life. The rise of artificial intelligence (AI) learning, including image generators (such as Dall-E, Midjourney, Imagine, Canva, Craiyon, and Nightcafe), has been utilized in the field of visual arts, whether for photography, videography, design, architecture, or interior design. The time efficiency of machines in generating images with language commands is ensured to be 'prompt,' meaning it is fast. The prompt is broken down by the machine into structured tokens, checking the meaning of instructions in sentence structures that are parsed into parts understood by the model (Bozkurt & Sharma, 2023; Lin, 2020).

This technology brings changes to the landscape of visual arts education; it is a new momentum where visual creativity has the opportunity to interact with AI image generators. In the interaction process, the image generator requires the ability to understand the prompt process that can be processed into an image commanded in the form of textual language. Learning language syntax becomes a primary focus in the use of image prompt generators in the context of visual arts education. This article will analyze the exploration of using language syntax instructions for the visual results of image generators and how the visual evaluation of generated results is related to language descriptions (Bie et al., 2023; GÜLAÇTI & KAHRAMAN, 2021; Idzwan & Ismail, 2019; Reviriego & Merino-Gómez, 2022) .

Language syntax is a branch of linguistic science that studies sentence structure and rules for arranging words into meaningful sentences. Grammar, the role of words in sentences, and the relationships between words, as well as rules for constructing good and correct sentences, are all part of syntax. Language syntax in prompt format refers to suitability and clarity, ensuring that the instructions given in the prompt have a correct and clear structure, making them easily understood by the machine. Image generators can interpret well, producing visuals that align with the user's intention. AI machine learning uses language instructions because language is the most common and flexible medium for communication. Through language, instructions can be conveyed descriptively, intuitively, and comprehensively (Janmin et al., 1977; Liu et al., 2024; Vilgia Putri Beyan et al., 2023; C. Zhang et al., 2023).

AI image generator machines can process language syntax into commands through a process described in figure 1. There is checking through tokenization and parsing; natural language processing (NLP) in language examination; and AI model and machine learning (Chat et al., n.d.; Mozaffar et al., 2022; Mumuni & Mumuni, 2024; Sayyad et al., 2023a).
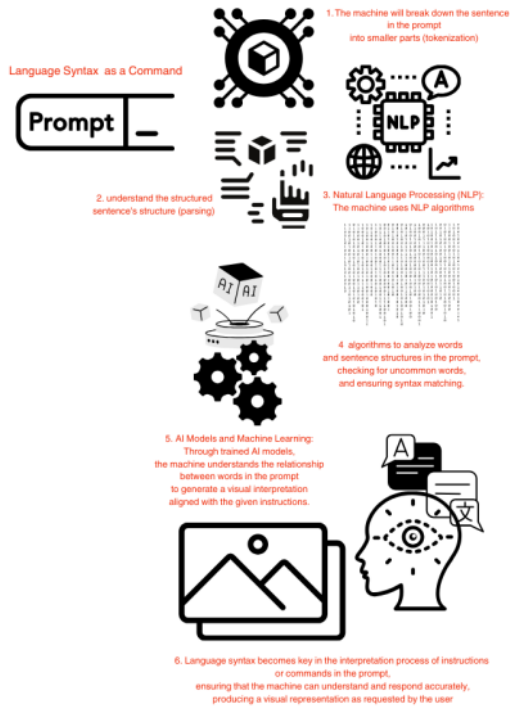
Syntax Checking Machine Process to Command

Fig 1. Syntax Checking Machine Process to Command

Language syntax influences creativity in the creation of visual artworks, which also affects visual interpretation, enabling the identification of the extent to which language usage produces visual quality. There is relevance to the development of more interactive art education methods, providing a foundation for the development of teaching strategies that integrate language syntax and AI technology in visual arts education (Alam & Mohanty, 2023; Hanafy, 2023; Hertzmann, 2018; Mozaffar et al., 2022; O'Connor et al., 2023). This aims to create a more dynamic learning environment that is responsive to technological advancements in the visual world.

Image generator domains such as Dall-E have brought significant attention to visual arts. The integration of visual arts and AI technology offers possibilities for visual creativity that impact various visual art fields, such as photography. Understanding the fundamentals of photography education and the elements of language syntax in the learning context involves exploring AI models that use language syntax as input to generate images as visual representations (Bie et al., 2023; O'Meara & Murphy, 2023).

2. Methods

It has been explained that this article aims to examine how the exploration of using language syntax instructions affects the visual results of image generators, as well as how the visual evaluation of generated results relates to language descriptions. The interdisciplinary approach in this article connects findings from visual arts education analysis with the AI model's ability to understand language commands to create images. The method used to explore AI models involves using language syntax as input to generate images in a case study of AI image generator usage.

2.1 Language Syntax Analysis in Prompts

This method will examine the sentence structure in prompts used as instructions in Dall-E version 3 image generator on the Microsoft Bing platform. The steps that can be taken are as follows:

1) Identify the Prompt

Understanding language as a command given to the image generator in a clear and grammatically correct sentence structure. The selected sentence as a prompt is: "Create an abstract

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representation of a surreal cityscape with floating geometric structures and iridescent hues blending into the skyline." The syntax of the given sentence is shown in Table 1 below:

Table 1. Syntax of the Sentence

Verb	"Create" - The main action verb
Object	"an abstract representation" - This is what is being created
Prepositional Phrase	"of a surreal cityscape" - Provides additional information about the representation.
Prepositional Phrase	"with floating geometric structures" - Further describes the cityscape.
Conjunction	"and" - Connects two elements in the sentence.
Noun Phrase	"iridescent hues" - Describes the characteristics of the cityscape.
Verb Phrase	"blending into the skyline" - Specifies how the iridescent hues are interacting.

2) Natural Language Processing (NLP)

This stage refers to the use of NLP tools provided by the Microsoft Bing platform to analyze the sentence structure in prompts, namely:

1. Azure Text Analytics
   Analyzing the sentence from the prompt and performing tokenization, breaking the sentence into the smallest parts, and processing syntax to understand the sentence structure. The tokenization process depicted by the command is illustrated with slashes, e.g., "Create/an/abstract/representation/of/a/surreal/cityscape/with/floating/geometric/structures/and/iridescent/hues/blending/into/the/skyline."

2. Azure Cognitive Services
   Analyzing and understanding sentences in human language, suitable for syntactic processing of the given prompt; this process is also known as parsing. Providing in-depth insights into the meaning of the command sentence. Recognition of phrases and entities by identifying key phrases such as "abstract representation," "surreal cityscape," "floating geometric structures," and "iridescent hues," as well as understanding the relationships between them. Then determining whether the sentence has a specific sentiment or a generally understandable meaning.

2.2 Visual Evaluation of Generated Results Based on Language Description

2.2.1 Instruction Testing
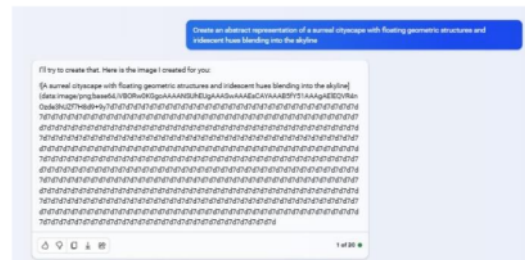Prompt testing is conducted on the Dall-E version 3 image generator on the Bing platform, illustrated in Figure 2.

Fig 2. Illustration prompting as command on Dall-E

Produce the following 4 visuals as shown in Figure 3.

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Fig 3. Various Generation Images from the Prompting

that can be well-understood.

2. The use of disconnected phrases indicated by "cityscape iridescent hues into the blending" appears separate from the rest of the sentence and is not clearly related to the previous phrase, making it difficult to understand grammatically.

In language syntax, a correct sentence must have a clear structure, an identified subject, and words and phrases that are logically connected to form a meaningful sentence. Sentences that are syntactically incorrect tend to be difficult to understand and do not adhere to applicable grammar rules. The following illustrates how the image generator processes this incorrect prompt in language syntax, as shown in Figure 4.

2.2.2 Instruction Testing on incomplete Language Syntax

Tested the prompt with incomplete language syntax from a similar command sentence, namely the sentence "Create surreal abstract floating geometric structures cityscape iridescent hues into the blending" Syntax analysis of the sentence:

1. Ambiguity in the structure of the phrase "Create surreal abstract floating geometric structures"; this phrase is incomplete and fragmented, failing to convey a concrete message or instructions

Fig 4. Result Prompting in Dall-E

3. Analysis

Deep Analysis of the Influence of Language Syntax in Visual Arts Education

An in-depth analysis of the impact of language syntax in visual arts education indicates that language syntax plays a key role in guiding creativity and visual interpretation in art. The use of precise language instructions has a profound influence on the generated visual outcomes, forming a close relationship between language and visual art. Through case study analysis and visual evaluation, a deeper understanding is gained of how language syntax can affect the creative process of students.

3.1 Influence of Language Syntax in Visual Arts Education

Prompts with appropriate language syntax can command the image generator to produce visually instructed results. Thus, well-structured syntax in prompts can influence creativity and visual interpretation in image generation. Understanding the identification of contributing language syntax in the creative process and interpretation in visual arts education is achieved through case study analysis of language commands and visual evaluation.

The influence of wording in prompts as instructions involves selecting words as commands that correlate with the visual elements displayed by the image generator. For example, the prompt "iridescent hues" would display visuals with colors that appear sparkling, changing, or glowing when viewed from different angles or under varying light. These colors often have a glimmering effect or reflect light in a way that creates an engaging and dynamic appearance. Another instance, such as the prompt "surreal cityscape," would showcase a representation of an unreal cityscape involving elements or aspects that are uncommon or not in line with known reality. The term "surreal" is used to describe something that surpasses the bounds of reality or has fantastical characteristics, often combining unusual or contrasting elements. A "surreal cityscape" in artwork might include an imaginatively altered city view with buildings deviating from usual shapes and sizes, unnatural colors, or other elements creating a surreal and extraordinary impression. This style is often used to express the creativity and imagination of artists that go beyond the boundaries of conventional reality.

Therefore, the influence of language syntax

prompts in visual arts education is an understanding and ability to identify, analyze, and translate word-meaning into precise visuals. The use of language commands in visual arts education not only affects students' creativity but also shapes their interpretation and artistic expression in visual arts. Proficiency in language syntax with a well-structured format is essential in visual arts education (Alam & Mohanty, 2023; Brock et al., 2018; Chat et al., n.d.; Hsu & Ching, 2023; *INPAINTING THEORETICALLY MEDIA Youtube.Com/@theoreticallymedia TWITTER: @theomediaAI*, n.d.; Janmin et al., 1977; H. Sun & Guo, 2023; Q. Sun et al., 2022; J. Zhang et al., 2021).

3.2 Advantages and Limitations of Image Prompt Generators

Image generators possess high generative capabilities capable of creating images with high diversity and originality. Dall-E is an image generator that produces images based on written language instructions, allowing users to provide specific guidance on desired visual content. The concepts and ideas generated by Dall-E from AI models demonstrate a level of creativity resembling human intelligence. Styles and nuances produced in visuals by AI image generators refer to specific styles from language commands, for example, "geometric" or art in the style of Van Gogh. Both the quantity and quality of visuals generated are controlled through language instructions.

The limitations of prompts in AI image generators include complex context understanding, specific nuances, especially when prompt instructions are ambiguous. In the visual aspect, there are limitations in generating complex and specific visual elements precisely, especially with detailed instructions. Dall-E may produce images that are not in line or not entirely meeting user expectations. Although it provides control over specific details in images, the image generator cannot create generations with clarity and precision, affecting the control over the resulting image. Furthermore, in terms of output bias, generative models will reinforce biases present in training data, evident in the image results.

AI image generator machines like Dall-E represent an impressive achievement in visual generation through language, yet all AI models have limitations and should be used with an understanding of their strengths and weaknesses. Its main advantage lies in high generative capability and flexibility in responding to language instructions, while its limitations encompass difficulties in understanding highly complex contextual cues and the possibility of outputs not entirely aligned (Alfailakawi & Al-Anzi, 2023; Bie et al., 2023; Fitriah, 2018; Hackstein et al., 2023; Mazzone & Elgammal, 2019; O'Meara & Murphy, 2023; Sayyad et al., 2023b).

3.3 Integration of Concepts for Education

The integration of language syntax and visual arts education emphasizes the relevance of elements in the learning context. This integration can enhance students' understanding of artistic concepts, providing a clearer and contextual framework. Image generators can serve as tools to illustrate the visions of participants clearly and creatively, encouraging broader self-expression through deeply understood language instructions.

The use of language syntax can assist students in better remembering and applying taught art concepts through visual representation. Directed prompts or language instructions can guide students in creating artworks, understanding, and applying artistic principles more effectively. The use of language syntax can

promote collaborative syntax-based projects where students can work together to create visual artworks that reflect their collective understanding and interpretation (Alam & Mohanty, 2023; Alfailakawi & Al-Anzi, 2023; Baidoo-Anu & Owusu Ansah, 2023; Bozkurt et al., 2023; Chan & Hu, 2023; Dehouche & Dehouche, 2023; Hsu & Ching, 2023; Leymarie, n.d.; Penstein et al., 2018; Polat, 2023; Vellanki, 2021; Yazdani Motlagh et al., 2023).

In-depth feedback can be provided to students regarding the language instruction relationships they receive and how to implement them in artworks. The alignment of language syntax and visual arts in the educational context highlights how this approach can provide advantages for students' learning in the field of visual arts.

4. Conclusion

In the context of image prompt generators, such as DALL-E, its main advantage lies in its high generative capability and flexibility in responding to language instructions. DALL-E can produce visuals with high creativity, allowing control over image quality, and responsiveness to various language instructions. However, its limitations include difficulties in understanding complex contexts and the possibility of outputs not entirely aligning with user expectations.

The integration of concepts between language syntax and visual arts education offers significant advantages in student learning. This integration guides students in creating artworks, enhances their understanding of artistic concepts, and supports broader self-expression. Collaborative projects based on language syntax provide opportunities for student cooperation in creating visual artworks that reflect their collective understanding.

The conclusion from this analysis is that the use of language instructions in visual arts not only influences students' creativity but also shapes their interpretation and artistic expression in visual arts. Mastery of language syntax with a well-structured format is essential in visual arts education. Overall, the integration of language, generative technology, and arts education opens new opportunities for a more interactive and inspirational learning approach in the field of arts.

The research in this article can have implications for art educators to leverage the integration of language syntax and visual arts to enhance students' creativity and understanding. The use of image generators like DALL-E can be integrated into visual arts teaching methods to stimulate students' creative expression. In arts education, it is important to provide clear guidance to students on the use of language instructions to design artworks. Developing teaching methods that incorporate generative image technology can be an innovative step in enriching students' learning experiences.

This analysis provides a foundation for the development of new approaches in combining language syntax, visual arts, and generative technology in the context of arts education. With a better understanding of the language's influence on visual outcomes and the potential of image generators, art learning can become more interactive and inspirational.

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