

Integrating Artificial Intelligence Tools in English Language Teaching and Learning in the Present Context

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Abstract:

Nowadays, machines are getting increasingly complicated, accelerated, and intelligent. Artificial Intelligence (AI) appears to be significant in various spheres of life now a days, owing to its capacity to imitate human intelligence systems which are performed by machinery, particularly computer systems. The milieu of English teaching and learning is experiencing extraordinary changes over the course of continual improvement and development in education system with the use of internet and technology. This research article intends to examine an integration of artificial intelligence in the process of English language teaching and learning. The findings from the research study reveal that Artificial Intelligence technology may be adapted to support students to improve the English Language learning skill. However, the restriction of the study is that it doesn't investigate at which extent Artificial Intelligence has a role in English language teaching and learning.

Keywords: English Language, English Language Teaching, English Language Learning Artificial Intelligence, CALL, MALL,

Introduction:

In terms of strengthening students' communication skills worldwide, it is considered that English language teaching is an important academic objective. On a personal, intellectual, and occupational level, learning English is among the most significant educational goals. It is reliant on educational programmes and approaches that emphasis the development of motivations and good attitudes toward language acquisition, as well as the use of communication, teaching, and learning abilities. Artificial Intelligence (AI) is a mechanism that, like other technology, will eventually be undetectable for a variety of human functions. Teachers become exhausted of correcting the same errors made by speakers of other languages on a regular basis. As a result, many academics believe that adopting computer-assisted training will increase the effectiveness and efficiency of the process of English Language Teaching and Learning. Artificial intelligence software, in particular, has become an overwhelming trend in addressing this issue. One of the functions that AI can play in English Language Teaching and Learning is to assist learners to acquire a language faster. Learners can learn a language by repeated phrase patterns that indicate how words are related to one another. AI has achieved numerous advancements in the realm of education, as it is amongst the most advanced technologies at present time. AI is a computer programme that imitate human intellect. AI is permeating all facets of public life as the information process improves. Education is both the engine and the pillar of societal progress. The English language is today considered as one of the world's universal languages. Artificial intelligence (AI) has the ability to entirely personalise digital language learning for every learner, reducing the time, cost, and anxiety involved with taking online and app-based programs. Numerous smartphone applications are now available in the market that use AI to assist users acquire a new language by devoting a moderate span of time each.

What Is Artificial Intelligence:

To know more about the Artificial Intelligence, we see the European Commission's definition of Artificial Intelligence in 2018:

"AI refers to systems that display intelligent behaviour by analysing their environment and taking action – with some degree of autonomy – to achieve specific goals" (Philip Boucher, 2020).

Because AI encompasses so many different methodologies and contexts, higher level of accuracy is essential to have meaningful and productive discussions about it. The methods employed to achieve intelligence are not restricted by this definition. Nevertheless, AI is a broad concept that encompasses a diverse set of technology and applications that share little beyond their visible intelligence, a trait that is subject to interpretation. Furthermore, we frequently discuss AI that is presently in use, Artificial Intelligence that is under the process of development, and even AI that may develop in the upcoming years. As a result, the phrase 'AI' is commonly used in reference to any technology, applied in any circumstances – actual or imaginary – as long as it is said to exhibit intelligence-like characteristics.

Artificial Intelligence, commonly known as AI, is frequently utilised to address complicated challenges that humans face. AI, as an interdisciplinary subject, has the potential to not only improve the efficiency and fairness of education, but also to permanently alter people's orthodoxically learning techniques and thinking ideas. Traditional scientific and technical development and changes are not accessible in everyday live.

Artificial intelligence (AI) seems to be creeping into every aspect of our lives these days. AI has progressed from science fiction to scientific truth in a variety of areas; including car driving and surface cleaning. The consequence of which is that we find no surprise when artificial intelligence can help us in learning languages faster.

In terms of learning inputs, methods, and outputs, the twenty-first century has been marked by several fundamental developments in the educational system. As AI applications, smart technology helps to change the roles of schools, instructors, and students. In the educational environment, they also affect traditional and digital forms of interaction. Interactive technologies could be used by both teachers and students to share learning environments and achieve the desired outcomes. These technologies will provide interactive environments for education that will allow students to participate in discussions and respond to their queries and responses.

Artificial Intelligence and English Language Teaching/Learning:

Language skills must be learned and practised while teaching English language. Students' chances of developing these language skills are harmed because they rarely have the opportunity to practise these language skills practically in the real circumstances. As a result, traditional techniques must be replaced with interactive ones, and an emphasis on technology must be increased to overcome the challenges in English language teaching and learning. In recent time, teaching English as a global language is considered crucial. The primary objective of English teaching is to foster communicative competence, which is attained by understanding how to apply language features and terminology to improve listening skill, speaking skill, reading and writing skills. It also encompasses how to create texts using language as well as the way to comprehend reading texts using language. Communication serves as both an objective and a process in the language development process. As a result, both digital and traditional communication tools must be used in English Language teaching and learning activities.

Foreign language learning with Artificial Intelligence -assisted devices is a subcategory of CALL (Computer Assisted Language Learning). Owing to the fast advancement of the processing of natural language and technology to cope with huge data, AI has a massive

number of advancements in foreign language teaching (Ruolin Li, 85). The traditional graphical user interface is being used by a significant number of apps and platforms. They encourage students to stick to specific practises and divide their tasks into simple portions, including filling the gaps, drilling, and matching and identifying practices. AI can help in English language teaching and learning by providing a real-time simulated dialogue platform. It allow learners to effectively develop and strengthen their overall capabilities in English vocabulary, English speaking and writing. AI may help to converse and interact with learners, at the same time it can also dramatically increase students' excitement in English language learning (Rui Wang, 394). AI-based communication applications assist in the creation of environments for learning proper pronunciation of words and letters using sound exercises. These resources include activities for expressing and interpreting visuals and everyday events, as well as listening and exercising guided pronunciation. They also provide students the opportunity to practise their language abilities; providing constructive feedback. Language drills are included in certain programmes, which provide communication training by applying language abilities to ensure that learners achieve competency levels.

AI-powered education (AIED) "allows for more individualised, adaptable, inclusive, and engaged learning." It can give instructors and students the tools they need to reply not only to what they're learning, but also to how they're learning it and how they're feeling. It may assist students in gaining the information and abilities that employers need, as well as teachers in developing better sophisticated environment for learning than would otherwise be feasible" (Silvia Pokrivcakova, 137).

Artificial Intelligence (AI) tools are classified into three categories which have been used in education (Baker and Smith, 11):

1. Learner-facing AIED Tools:

While thinking about AIED, we have the ideas about learning-acing tools such as applications or software that learners employ to gain and receive any information that reply to the requirements of an individual learner. These tools are frequently described as 'intelligent tutoring systems.' These tools have the following capabilities.

- Compiling and scheduling learning resources as per the requirements of a learner.
- Identifying a student's strengths, shortcomings, and knowledge gaps.
- Giving feedback that is automated.
- Encouraging student collaboration.

2. Teacher-facing AIED Tools:

AIED tools for instructors can help them to minimise their workload, learn more about their learners, and experiment in the classroom. It helps teachers by combining a number of features, including:

- Task automation (such as evaluation, administration or feedback).
- Providing information regarding the performance of learners or class.
- Assisting instructors in experimenting and innovating (by promoting different teaching approaches or assisting teachers in arranging learners into different groups on the basis of shared qualities).

3. System-facing AIED Tools:

System-facing AIED tools assist those who are in charge of colleges or our educational system in making or informing decisions. System-facing tools frequently necessitate data exchange between schools and colleges. These tools are employed for a broader range of purpose than teacher or learner-facing AIED tools, with diverse applications from timetable planning to inspection prediction.

Teachers and learners of foreign language can choose from a variety of AI-powered tools to help them with their studies. AI in foreign language teaching provides students with rapid and highly personalised support, and that is a key component of personalised learning as among the ideal requirements of modern pedagogy.

CALL (Computer Assisted Language Learning):

The usage of a computer in the process of language learning is referred to as CALL. Many various topics, including as grammar, talking and pronunciation, writing skill, and other important skills, can be studied with CALL systems in the current language learning context. This teaching learning process may also afford feedback, which is an important aspect of any educational approach. In the recent years, computers have become more common in colleges, homes, and offices; the necessity for English language learning has become more important; and the significance of computer literacy has been apparent; language teachers have begun to embrace new technology as an innovative pedagogical tool in foreign language instruction. The implementation of new pedagogical aids does not undermine, but rather incorporates, the previous phase's programmes and procedures, signifying an unavoidable innovation that obtains approval gradually and unevenly. Multimedia computing, the Online databases, Web Browser and the World Wide Web have given CALL applications a significant boost, with a wide range of English language learning courses, journals, materials and software tutorials. A plethora of literature has demonstrated the effectiveness of computer assisted tools in language teaching and learning. Teachers have been more enthusiastic in using computer technology to support second language teaching as a result of realising its capabilities.

Chris Pim in the chapter, "Emerging technologies, emerging minds: digital innovations within the primary sector" says,

"The narratives are built around familiar settings like the school, family and neighbourhood, allowing children to internalise contextualised vocabulary and learn simple grammatical rules through fun-based repetitive exercises built around each scenario. Meaning is made explicit through a family of characters set within familiar settings and typical storylines. Full audio-visual support and synchronous feedback to a user, makes this type of CALL particularly successful for language learning." (Gary Motteram,36)

Although there are numerous benefits to using computer technology in the process of English language teaching and learning, it also has its own set of restrictions and drawbacks. The first point to argue is whether or not you should have any basic knowledge of technology before using it in English language teaching and learning. All the instructors may not have sufficient knowledge of computer technology to assist their students through computer exploration and online searches.

MALL (Mobile Assisted Language Learning):

In some circumstances where users move around multiple places and where learning takes place in isolated environments, transportable gadgets such as tablet devices and smartphones have a special relevance for English language teaching. These devices involve the ability to produce high-quality multimedia kept in local hard disk or detachable storage devices, as well as content that can be accessible via wireless and cellular networks. Smartphones as well as other "smart" gadgets are ideal for facilitating mobile assisted language learning (MALL). Smart software can help to present multimodal content while also allowing for the recording of user interaction, offering feedback, and measuring progress.

On the mobile app store, there are various mobile assisted language learning applications those can be used to learn and improve English language. The mobile applications such as MemRise, Duolingo, Busuu etc. are the application which are widely used. The content in the mobile applications is arranged into categories linked to English language acquisition,

with tasks for learning vocabulary, spelling correction, word appropriation, listening and speaking skills, writing and reading, and grammatical structures in context.

Machine Translation Tools:

The process of using computer software to translate a text (written or spoken) from one basic language to other language is known as machine translation (MT). Because of the dubious quality of their outcomes, the use of MT technologies for language acquisition has been restricted for a long time. Neural machine translation and some other Artificial Intelligence technologies, have significantly enhanced quality of machine translation and unrestricted web-based MT systems have led millions of users to use Google Translator, Translator Online, Web Trance etc. on a daily basis for their work or studies (Silvia Pokrivcakova,140).

AI Writing Assistants:

Users can use AI writing assistants to support them at various phases of the writing process. They may rectify grammatical mistakes in written texts through a process of continuous errors analysis. They give suggestions for better improvements, as well as offer new resources for further study using AI systems. Grammarly, Textio, Textly AI, Essaybot ProWriting Aid, are some of the examples of AI writing assistants.

Conclusion:

The advancement and widespread acceptance of AI has not only provided several positive impacts on human life, but it has been considered that AI is one of the most essential topics for educational reform. Artificial intelligence (AI) can be used in the form of applications, internet sites, and other technologies to assist learners in understanding difficult words, constructing sentences, improving their listening and writing skills, and acquiring other English language proficiency. Our focus should be not only on practicing and applying Artificial Intelligence in English language teaching and learning, but at the same time we should integrate Artificial Intelligence English language instructional methods and communicate effectively, enhance the effect and manner of English teaching. Artificial Intelligence tools facilitate the healthy environment and improvement in English education.

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