
Amplification of Language Learning Intelligence through Technology: An Overview**Mr. V.Mainar¹, Dr.S.V.Karthiga²**¹Research Scholar, SRM Institute of Science and Technology, Kattankulathur mv1400@srmist.edu.in²Assistant Professor of English, SRM Institute of Science and Technology, Kattankulathur svkarthiga5@gmail.com**Article History:** Received: 10 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 10 May 2021

Abstract

Human life relies on the inventions of different technology. Be it a learner or teacher, both are the users of technology. The modern era or new normal days after Covid-19 has come to different dimension in doing things easier way by using these technology or Artificial Intelligence (AI). Technology converts the human effort into easier and powerful within the short time. After the pandemic, teachers are also in a position to change their style of using traditional teaching to modern pedagogy. The modern pedagogy forces the teachers to use AI more especially in language learning class than using traditional teaching. The paradigm shift in the field of teaching has brought million changes where the teachers became the felicitators and the learners will be testing their knowledge on their own without the help of the teachers in learning new languages. This paper deals with the obstacles faced by the language teachers in using technology, the innovative tools used in aggrandizing the learners ability by using AI in language classroom and how the country like India look at the advancement of technology in a classroom teaching.

Keywords: Technology, AI, pedagogy, learning, language learning

Introduction

“As more and more artificial intelligence is entering into the world, more and more emotional intelligence must enter into leadership.”

-Amit Ray, AI Scientist

Artificial Intelligence alias AI is one of the most important factors which influences day-to-day activities of human existence in the Twenty First century. Artificial Intelligence (AI) is a term referring to machines which emulate the behavior of intelligent beings (Borchardt & Page, 1994). AI becomes the tool in every sector and it decides every need of human life. It magnifies the responsibility of human in such a way that it helps them to learn anything easier and faster. The Twenty First century is in a high demand for the AI and it does protect human from the various obstacles. Language learning and AI are interconnected as Covid-19 laid the way for the learners to use AI more than the traditional classroom or traditional methods of teachings. There is a stress on the teachers to use AI in their classroom more than the traditional way of reaching the learners. AI allows a machine to simulate human behavior which accelerates the intelligence of learners.

According to new research “the term Artificial Intelligence or AI was coined by John McCarthy in 1956, two years after the untimely death of Alan Turing, who came to be known as the father of AI. In 1950, at a time when the first general purpose computers were being built, Turing was already grappling with the question “Can machines think?” He created a hypothetical machine, called a Turing machine, for encrypting codes built to check and defines Machine intelligence and thus refers to computer that exhibits human-like intelligence such as logical reasoning, problem solving and reasoning” (UNESCO MGIEP | *Building Social and Emotional Learning for Education 2030*, 2018)

Language learning becomes a high topic during Covid-19 as it focuses on the transformation of learning new ideas during new normal days. The contagious process of changing the ways of teaching to

new normal learning defines the ability of understanding during this pandemic. The pandemic has brought a massive change in the field of education all over the world especially in India. The new normal has brought the integration and combining the technology in learning process. Combining technology with learning process with the help of AI will see a phenomenal change. But, this change will occur to relay the foundation of learning new ideas in the field of education and it will automatically make the educators to become creative and innovative.

AI and Indian Education system

India, being one of the biggest democratic countries in the world, has seen phenomenal changes in the field of education. The country is in the process of changing the policy of education where Artificial Intelligence will be given more importance than traditional teaching pedagogy. As Abhijay Arora says “By 2030, India will have the largest number of young people in the globe, a population size which will be a boon only if these young people are skilled enough to join the workforce. The recently launched SDG Index 2019-2020 by NitiAayog assigned a composite score of 58 to India under the SDG on Quality Education, with only 12 states/UTs having a score of more than 64. The current government expenditure on education is less than 3% of the GDP and the pupil-teacher ratio for elementary school stands at 24:1, lower than that of comparable countries such as Brazil and China. Further, with the rapidly increasing population and dwindling resources, it would not be possible to match the demand for teachers”. There will be high demand for the teachers with more awareness on the use of AI in their classroom teaching as well as in their methods of reaching the audience. When AI becomes operational and personalized for the promotion of education, it will have more data for further learning. The beneficiary for the use of AI in a class will be the people who use it.

Language Learning and Technology

The transformation in learning a new language has come to the right time as it is going to be more informative and innovative. “Traditional learning makes students adapt to course syllabuses and directives of the academic center. In e-learning it is the other way around: everything is about content adaptation and flexibility for students” (Garrido&Onaindia, 2013, p. 71). The paradigm shift in teaching a new language to the learners is going to be different than the past. The role of the trainers or teachers in language learning will be felicitators as the learners will focus more on the content than the delivery. The purpose of coming to traditional classroom will diminish and opportunity to get more data will increase day by day as the use AI in language learning store data and rephrase for the benefit of the teachers and learners. The emergence of Google Classroom, Moodle LMS etc will take over the role of teachers and it will be the learners-centric which is vital in learning the new language. The importance of AI will be given more than the felicitators. For an example, a teacher who decides to post an assignment in Google Classroom, they will fix their deadline however they want. After the review of their assignment, the learner will be able to test their knowledge without getting seen by anyone.

Teaching a foreign language is a herculean task, especially teaching English language in India is considered as ominous. Even though, learning English is taken as serious discussion in and around the academic circle, it has been considered an alien language too in India. The traditional classroom has given the gory picture of what is known as English and teaching English for a specific purpose is a big obstacle. With the influence of technological advancement, the learners are able to explore the differences in learning the new language. Because, using technology in learning the language is a big hindrance in the Indian context. AI in education helps in accelerating the pace towards skill development and it has various issues with learning.

Singh Nandini Chatterjee and Jain Raunak. (2018).
Personalizing ‘Learning’ - Can AI Promise Customised
Education for ‘Humanity’. It is cited by (UNESCO MGIEP,

2018) [1

The pandemic has shown the real change in the field of language learning. There's a paradigm shift in understanding the importance of new changes in developing language learning. The learners are guided in the new dimension to use different sources to adapt to the techniques. The teachers are for the benefit of the students to identify the easiest ways to teach the new language. As the roles of teachers rely on the technology, the education system has pressurized them to use different tools in teaching the language to the learners. As we mentioned earlier, the different roles of the teachers decided by the introduction of new components in learning the language with the help of AI. In India, the learners' role is to depend on the teachers' pedagogy. The new adaptation in a shorter period of time made the teachers to be the new learners and they are supposed to instruct the learners to find the new way to understand the methods used by the teachers. The pandemic has brought the congestion of various tools to develop language learning for the new normal learners. But, it is a million dollar question which cannot be predicted how the new normal learners will adapt to the AI technology in learning new language?

AI tools in Language Learning

Text translations and real-time text will be utilized to segregate information uninterruptedly in the vernacular language, in connection with the Draft National Education Policy 2019 that has motivated learning of mother-tongue languages. These translation systems can be connected with various government teaching resources. For example, if a module on E-PATHSHALA is available only in Tamil, text translation services will be available in other vernacular languages and it is easy to have more access. The language barrier can be erased and the accessibility of teachers can be reached, providing better opportunity than ever. This creates the path for the language learners to use different provisions to utilize the diverse sources in improving their learning ability.

The contemporary education system preferring online tools in learning new things, using AI in language assessment could be utilized for automated grading of assessments on a large scale on various platforms in the digitally connected era. Automated creation of content is other field where AI can contribute – given large sources of information on the internet; it can be utilized for the grading of various contents. According to new research “AI in language learning won't reprimand or criticize learners, tell them they're not smart enough in front of the whole class or threaten them with reports to their parents or a visit to the principal. AI can evaluate learners without judging them” (Rohalevych, 2021). The design to disseminate the learners' ability to understand the process can be tested with new automated grading system which can give the right result. And it will apparently help to evaluate learners to achieve at least a minimum proficiency level.

Language learning becomes an easy task when AI added in the learning pedagogy. It aggrandizes the learning ability in the minds of young learners and it provides different sources to exhibit their innate ability to excel in acquiring all the skills. In research from Krupansky (2018) states that “AI is still an aspiration rather than an achievement and should be applied with considerable caution in real learning situations”. AI in the modern era can play a pivotal role in new generation learners. Some of the tools like Google Classroom access the performance of the students and evaluate the result of the learners immediately. Marina Dodigovic claims that “Artificial intelligence can be a very useful instrument of second language error correction and remediation” (2007, p. 100). The positive aspect of AI in language learning is it does not make the learners feel dejected when they make error or pronounce a word in a wrong way. Instead, it rectifies the mistakes immediately and sends back the result to the learners which allow the learners to check their grey areas and establish new techniques to learn faster and easier. The recent development in AI, especially in the field of education has brought phenomenal changes which the teachers are getting used to it. Language teachers are able to utilize AI in their classroom in a better way than any other teachers.

The limitations of technology and its impact

The question of whether AI will be effective in Indian language learning classroom arises with a few obstacles. First, the paradigm shift in teaching has brought million questions to the government as well as to the teachers to handle the class effectively. There are many teachers who are totally new to this change and their adaptability to these new classrooms with AI will be difficult for them to manage and control the class. Garrido and Onaindia state that “The lesson learned is that planning technology is highly appreciated by students but less popular amongst lecturers, who are somewhat reluctant to give up their traditional role of course planners” (2013, p. 72). The learners may find it easy and interesting as AI in language learning may become infotainment but, how far the learners are going to use AI in their learning activity is unanswerable. Even though, the introduction of AI will be effective and informative, the learners may become the beneficiaries of the new technology.

Conclusion

Modern Technological tools in a language learning classroom will be more beneficial and show different source to learn it faster. It can boost the learning ability as well as it makes interesting for the learners to progress in their learning. In Indian education system, the role of AI will be crucial as the nation is going to see new transformation in teaching and learning. The new normal teachers will play more roles in learners’ life and their part in growth of the learners will be inevitable. So, the government should give freedom to the teachers to use more technological tools in classrooms and welcome the new thinkers with new innovative ideas. If these things are implemented, the process of learning will be easier and will be available for everyone.

References:

1. Arora, Abhijay. (2020). *Indian Education Sector Is Ripe For Disruption by Artificial Intelligence*. <http://niti.gov.in/>
2. Borhardt, F. and Page, E. (1994) *Let computers use the past to predict the future*. Paper presented at the Language Aptitude Invitational Symposium, CALL Arlington, 27 September.
3. Dodigovic, M. (2007). Artificial Intelligence and Second Language Learning: An Efficient Approach to Error Remediation. *Language Awareness*, 16(2), 99–113. <https://doi.org/10.2167/la416.0>
4. Garrido, A., & Onaindia, E. (2013). *Assembling Learning Objects for Personalized Learning: An AI Planning Perspective*. *IEEE Intelligent Systems*, 28(2), 64–73. <https://doi.org/10.1109/mis.2011.36>
5. Krupansky, J. (2018, June 7). *Untangling the Definitions of Artificial Intelligence, Machine Intelligence, and Machine Learning*. Medium. <https://jackkrupansky.medium.com/untangling-the-definitions-of-artificial-intelligence-machine-intelligence-and-machine-learning-7244882f04c7>
6. Panigrahi, Ashok & Joshi, Vijay. (2020). *Use Of Artificial Intelligence in Education*. SSRN Electronic Journal. 55. 64-67. 10.2139/ssrn.3666702.
8. Rohalevych, V. (2021, March 5). *Essentials of Artificial Intelligence for Language Learning*. Intellias. <https://www.intellias.com/how-ai-helps-crack-a-new-language>
9. UNESCO MGIEP | *Building Social and Emotional Learning for Education 2030*. (2018). UNESCO MGIEP. <https://mgiep.unesco.org/>
10. Asraf Yasmin, B., Latha, R., & Manikandan, R. (2019). Implementation of Affective Knowledge for any Geo Location Based on Emotional Intelligence using GPS. *International Journal of Innovative Technology and Exploring Engineering*, 8(11S), 764–769. <https://doi.org/10.35940/ijitee.k1134.09811s19>
11. Manikandan, R., Latha, R., & Ambethraj, C. (1). An Analysis of Map Matching Algorithm for Recent Intelligent Transport System. *Asian Journal of Applied Sciences*, 5(1). Retrieved from <https://www.ajouronline.com/index.php/AJAS/article/view/4642>