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ARTIFICIAL INTELLIGENCE (AI): REDEFINING THE SKILLS OF TEACHING ENGLISH LANGUAGE AND LITERATURE IN ALVAN IKOKU FEDERAL UNIVERSITY OF EDUCATION

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ABSTRACT

The rapid advancement of Artificial Intelligence (AI) has transformed educational practices across the world, reshaping the traditional skills required for effective teaching and learning of English Language and Literature. This paper examines how AI technologies such as intelligent tutoring systems, chatbots, language processing tools, and automated assessment platforms are redefining teaching competencies and instructional approaches in English education. This study adopts the Communicative Competence Theory propounded by Dell Hymes in 1972. In Hymes words "knowing a language involves not only knowing its grammar rules, but also knowing how, when, and where to use those rules appropriately in real communication. The sample size consists of 138 final year students and teachers of Alvan. The instrument for data collection was questionnaire with a simple percentage and mean rating to analyze the data as mean score of 2.50 is accepted as positive response. It was used to examine how teachers/students are transitioning from being mere knowledge transmitters to facilitators of interactive learner-centered experiences, supported by AI. This study highlights that AI enhances language instruction through personalized feedback, adaptive learning and improved engagement with literary texts. Nevertheless, it also emphasizes the need for teachers to develop digital literacy, critical thinking and ethical awareness to integrate Al effectively. The paper concludes that AI is not a replacement for teachers but a transformative creativity that enriches both the teaching and learning of English and Literature in the 21st Century classroom.

Key words: *Artificial Intelligence, Educators, Teaching, English and Literature, Communicative Competence*

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INTRODUCTION

The swift incorporation of artificial intelligence (AI) into various aspects of English Language and Literature is revolutionizing the teaching process. Poole, Mackworth and Geebel (2021) state that AI is a computational system that can adapt, learn from experience and apply knowledge to new situations." Artificial Intelligence is designed to inform, persuade, and attract attention to the growing importance of AI in modern life. AI technologies are transforming various sectors such as education, healthcare, business and communication. The advent of AI is such as improving efficiency, simplifying complex tasks, and promoting innovation. It appeals both to individuals seeking personal convenience and to organizations aiming for improved performance. The use of persuasive language such as "step into the future" and experience intelligence beyond imagination" creates excitement and curiosity about AI's potential. AI however is introduced as a skill in teaching.

The process at which AI is introduced into teaching and learning is a gradual and structured process that involves careful planning, training and integration of technology into the educational environment. These involve identifying the educational needs and challenges that AI can address in schools such as student learning difficulties or gaps, administrative activities, personalized learning and providing access to learning materials and resources. It also involves infrastructure and resource preparation, teacher training, capacity building and curriculum integration.

Before AI became a part of the teaching and learning process, education was largely reliant on traditional methods like textbooks, lectures and face-to-face interactions. Teachers would create lesson plans, grade assignments manually and students would rely on classroom interactions and resources for their learning. Over time, these methods have evolved, and now AI is making things even more interesting. Example is with personalized learning, where AI can analyze a student's performance and adapt lessons to their individual needs. Al-powered grading is another example which can save teachers a lot of time by automatically assessing multiple-choice questions or even some written responses. There are also virtual tutors that provide additional support outside of class hours.

This study explores how AI tools can assist in analyzing texts, providing personalized feedback on writing and help students understand complex literary concepts as well as help teachers tailor their approaches for different students.

The incorporation of (AI) into teaching and learning is a gradual and systematic process that involves awareness, planning, implementation, and evaluation. According to Holmes et al (2019), the adoption of AI in education is with a clear understanding of its potential to enhance learning outcomes and teacher effectiveness.

The first step in skills of teaching is to create awareness among teachers and students about AI's potential in education. Teachers need to understand how AI tools such as intelligence, tutoring systems, chatbots and adaptive learning platforms can improve classroom engagement. Luckin et al (2016) state that AI can offer personalized learning experiences by adapting to the pace and style of each learner.

2.1 Concept of Artificial Intelligence (AI)

Artificial Intelligence (AI) refers to the development of computer systems that can perform tasks typically requiring human intelligence, such as learning problem-solving and decision-making. According to Russel and Norvigh (2010), AI is the study of agents that receive precepts from the environment and perform actions.

AI systems are typically trained on large data sets, which enable them to learn patterns and relationships, make predictions or decisions and improve performance over time. AI is of several types including machine learning (ML) systems that learn from data and improve overtime. Deep learning (DL) which is a type of ML that uses neutral networks to analyze complex patterns and natural language process (NLP), being AI systems that understand and generate human language. AI is also used in various applications, such as virtual assistants, image recognition, language translation, predictive analytics and autonomous vehicles. In education, AI involves personalized learning experiences, automate grading and feedback, enhance student engagement and support adaptive learning.

2.1.1 Teaching of English and Literature Before the Coming of AI

The teaching of English and Literature before AI, relied heavily on traditional methods like lectures, discussions and written assignments. Here, teachers would focus on close reading, analysis of texts and encouraging critical thinking through class debates and essays. It was all about fostering a deep understanding of language and literary themes. With the advent of AI, teaching and learning in tertiary institutions have greatly improved and moved from the traditional classroom setting to a more interactive and immersive one. Though not officially introduced in our classrooms, AI has permeated greatly into the classrooms.

2.2 Statement of the Problem

The application of AI in teaching English and Literature is rapidly transforming the skill set required of teachers, yet there is limited understanding of how these changes affect teaching effectiveness and student learning outcomes. The dependence on AI-generated content risks diminishing teachers' roles in fostering humanistic and critical thinking skill, creating uncertainty about the balance between technology and traditional pedagogical values.

The emergence of AI-assisted learning platforms challenges conventional teaching strategies in English and Literature, creating a gap between teachers' existing competencies and the new digital literacy demands of modern education. Despite the educational reforms promoting AI in schools, inadequate infrastructure, teacher training, and policy guidance hinder the effective use of AI in redefining teaching and learning processes in English and Literature.

2.3 Purpose of the Study

The study "Artificial Intelligence: Redefining skills in teaching English and Literature" sets out to investigate how artificial intelligence (AI) is reshaping the pedagogical, creative

and analytical skills needed in teaching and learning English and Literature. The study explores how teachers and learners are adapting to a new educational landscape in which intelligent systems support writing, incorporation and communication are put into use.

This study aims to determine how AI tools such as ChatGPT, Grammarly, and AI-based learning platforms are redefining the teacher's professional role. Teachers are now to combine literary and linguistic expertise with digital and data-handling skills, and this would involve assessing how teachers are retraining themselves to use AI ethically and effectively in the classroom.

This study therefore evaluates whether AI supports or undermines creative and interpretive thinking in students of English and Literature. The study seeks to understand the pedagogical transformation resulting from AI integration. The study analyses how teachers design new lesson models assessment techniques and classroom interactions using AI-based tools.

2.4 Conceptual Framework

To triangulate this work, some works were reviewed to lend credence to this study.

TEFLBARCELONA (2024) enumerated and explained in details the ten (10) powerful tools for language teachers and learners in the learning of English as a foreign language. These tools are:

Text-To-Speech (TTS) Tools: This is one of the most powerful AI language tools that converts written text into natural sounding audio that can be used to create original content for language learners of all levels. Examples of these are Google text-to-speech, Resemble AI, Mung Al and synthesis that offer a wide range of voices and languages to choose from. So, language teachers can use these tools to create engaging listening materials, including dialogues, stories and news articles which can help students improve their listening skills and pronunciation.

Chatbots for Language Practice: AI-powered chatbots can offer interactive language practice opportunities for language learners. These chatbots use natural language processing (NLP) technologies to engage in conversations with users, providing responses and feedback based on their input. ChatGPT, Duolingo and Replika are examples of popular language practicing chatbots that utilize AI. Language teachers can use these chatbots as supplementary tools for speaking and writing practice, allowing students to practice their language skills in a controlled and supportive environment. Chatbots can also provide immediate feedback and corrections, which can be valuable for learners' language development.

Speech-To-Text (STT) Tools: Transcription tools use AI to convert spoken language into written text. These tools can be particularly useful for language teachers in transcribing audio or video content, such as authentic recordings or students' speeches, to create written transcription for language learners. Popular STT transcription tools include Google Cloud Speech -To-Text and IBM Watson Speech-To-Text, which offer high accuracy and support

multiple languages. Transcripts can be used for various instructional purposes, such as vocabulary and grammar exercises, listening and comprehension tasks, and speaking practice.

Video Captioning and Subtitling Tools: Al-powered video captioning and subtitling tools can greatly enhance the accessibility of video content for language learners. These tools use speech recognition and natural language processing (NLP) technologies to automatically generate captions or subtitles for videos, making them suitable for learners with hearing impairments or those who prefer visual support. Youtube's automatic captioning feature and Amara are examples of popular video captioning and subtitling tools that utilize AI. Language teachers can leverage these tools to create captioned and subtitled videos, which can provide additional support for language learners in understanding spoken language, and also serve as a valuable resource for vocabulary and listening practice.

Speech Evaluation and Feedback: AI-powered speech evaluation and feedback tools can provide language teachers with valuable insights into their students' pronunciation and speaking skills. These tools use speech recognition and NLP technologies to analyze student's spoken language and provide feedbacks on various aspects, such as accuracy, fluency and intonation. Tools like ELSA speak, Pronunciation Power, and Speed Ace are examples of popular speech evaluation and feedback tools that utilize AI. Language teachers can use these tools to assess their students' speaking skills, provide individualized feedback, and offer targeted pronunciation practice, thus helping students improve their spoken language skills effectively.

Grammar and Vocabulary Checkers: They can be powerful tools for language teachers to support students' writing skills. These tools use NLP technologies to analyze written text and provide feedback on grammar errors, vocabulary usage and writing style. Grammarly, Pro Writing Aid and Ginger are examples of popular grammar and vocabulary checkers tools that utilise AI. Language teachers can recommend these tools to the students for self-editing and proofreading purposes, or use them for grading and feedback on written assignments. By using these tools, language learners can improve their writing skills and produce more accurate and fluent written texts.

Language translation tools: These tools are machine learning algorithms used to automatically translate text from one language to another, making them useful for students who speak different languages. Popular language translation tools include Google Translate, Deepl, and Microsoft Translator, which support multiple languages and provide quick and relatively accurate translation. Language teachers can use these tools to facilitate communication in multilingual classrooms, create bilingual materials, or provide translations for difficult vocabulary or sentences, thus supporting students' language learning journey.

Adaptive Learning Platforms: adaptive learning platforms powered by AI can personalize language learning experiences for individual students. These platforms use data -driven algorithms to analyze learners' performance and provide tailored recommendations for their specific needs. Babel, Rosetta Stone and Duolingo are examples of popular adaptive learning platforms that utilize AI. Language teachers can incorporate these platforms int there

instruction to provide individualized learning paths for students, addressing their strengths and weaknesses and helping them progress at their own pace. Adaptive learning platforms can also provide performance analytics and progress tracking, allowing teachers to monitor students' progress and adjust their instruction accordingly.

Virtual Reality (VR) for Immersive Language Learning: Virtual Reality (VR) is a cutting edge technology that can provide immersive language learning experiences. VR language learning platforms such as MondlyVR, VRchat, and ImmerseMe, use AI-powered simulations to create virtual environments where learners can practice their language skills in realistic contexts. Language teachers can use VR to provide authentic language practice opportunities, such as virtual travel scenarios, simulated conversations and cultural practices.

Content Creation Tools for Audio and Video: AI-powered content creation tools for audio and video can be valuable resources for language teachers to create original materials. For example, tools like Synthesia, Lumen5, and Content Samurai use AI technologies to generate original videos by automatically converting text into video content, complete with visuals, animations and voice-over. Similarly, tools like Podcastle. Descript and Audioburst use AI to generate original audio content by converting text into natural -sounding voice recordings. Language teachers can use these content creation tools to create customized instructional materials. such as video lessons, podcasts, and listening activities, tailored to their students' needs and interests.

These tools enumerated above are necessary for both teachers' use for instructional purposes and learners' for learning English Language and Literature. The problem however is that Artificial Intelligence usage has not been officially introduced and implemented in education in Nigeria. Hence, these tools are not readily available and popular in tertiary institutions in Nigeria. Besides, most of these tools are not economic friendly and nowhere on sight in our markets. However, the ones available, like chat GPT, are the ones used in carrying out this study.

IMPLICATIONS FOR AI INTEGRATION IN TERTIARY INSTITUTIONS

Many works/research on Artificial Intelligence and its integration in the learning of English language in tertiary institutions all agree that there is an urgent need to integrate the use of AI in education as it has been done in other parts of the globe. However, there are many challenges hindering the achievement of this milestone in education especially in Africa. These challenge are numerous and not far-fetched as they range from network and data issues, poverty, unstable power supply, remote areas, lack of basic infrastructure, language and cultural diversity among many others. However, certain resources have to be in place before the use of artificial intelligence can be successfully integrated into education especially in tertiary institutions in Nigeria. These include:

Curriculum Redesign: Incorporating Al -driven language instruction requires revised curricula and pedagogical approaches. As Chisom et. al., (2024; p.4) agreed that "efforts have been made to enhance the quality of education, including curricula reforms, teacher training programs and the introduction of technology in some areas. Quality remains a concern with

issues like outdated curricula..." This is because our curricula are indeed outdated and cannot fit into the digital and Al-drive technological instructions. It is based on rote learning filled with repetitions. A case study exists in a rural Kenya village where an NGO called Bridge (Foundations) International Academy used AI-based teaching software to improve the quality of education in its schools. The software provides teachers with lesson plans, personalized student's assessments and real-time feedback on their teaching. However, some critics argue that the curriculum and teaching method used by the Bridge are not culturally sensitive or appropriate for Kenyan students. This case study provides insight into the benefits and challenges of using Al in education in developing countries as well as the importance of stakeholder engagement and local relevance.

Teacher Training: There is need for teacher training. Educators need professional development to effectively integrate AI language tools. This will require elaborate training and huge financial commitment which may not be economic friendly especially for developing countries. New assessment methods and strategies may be required as it will be necessary to evaluate student's language skills in Al-augmented environment. This may pose a problem especially if and when the initial phase of AI gives way to a more advanced AI or a brand-new technology. Digital Literacy will no longer be an option but a must. This will enable students to develop critical thinking and digital literacy skills to navigate AI-driven language tools. This will also go a long way to digitalize our tertiary institutions and nation at large.

IMPLICATIONS FOR PRACTICE

As English language learning is likely to be the most common discipline for AI use in education, Crompton & Bukarm (2023), posit that English language teacher education and training must include a focus on AI literacy. Teachers also need to develop their learners AI literacy. so that they can understand the limitations and risks of AI and discuss the ethical issues around its use. Practitioners should carefully consider how models are chosen as AI may carry messages about language use and exclude certain groups/varieties of' English.

AI can provide a conversational partner, provide language practice outside class and alleviate learner anxiety about speaking. However, more evidence is needed on whether the gains persist independent of such AI tools. Accessible and unambiguous ethics statement for AI in ELT should be developed and committed to, along with clear systems to ensure data privacy. Practitioners should be realistic about the current limited capabilities of AI and exercise caution about the hype.

2.5 Theoretical Framework

This paper is hinged on the Communicative Competence Theory propounded by Dell Hymes in 1972. The Communicative Competence Theory was as a reaction against Noam Chomsky's idea of "linguistic competence which focused mainly on grammatical correctness."

Chomsky's view of linguistic competence is essentially the internalized knowledge that allows us to understand and produce language. It includes our intuitive grasp of grammar

rules, sentence structure, and meaning, even when we encounter sentences we have never heard before. It's a key concept in understanding how we all effortlessly use language. Hymes argued that knowing a language involves not only knowing its grammar rules, but also knowing how, when, and where to use those rules appropriately in real communication.
This theory thus includes:

i. **Grammatical competence,** which is the ability to use correct grammar, syntax and vocabulary.
ii. **Sociolingustic competence** knowing how to use language appropriately depending on context.
iii. **Discourse competence** ability to connect sentences meaningfully in spoken or written discourse.
iv. **Strategic competence** deals with the ability to use strategies to overcome communication breakdowns.

This theory focuses on how AI is reshaping the skills teachers and students need in language and literary sense. Hymes' communicative competence theory provides a solid foundation because it aligns perfectly with language use, grammar, and meaningful communication, all of which are being transformed by AI. This theory will help analyse the data collected referring to grammatical competence which refers to a speaker's unconscious knowledge of the rules of grammar that allows them to produce and understand an unlimited number of sentences in a language. It deals with the mental ability to organize words into correct structures - phrases, clauses and sentences according to the rules of the language. Hence, in English teaching, the use of grammatical competence means helping students understand sentence patterns, use correct tenses, structures, and word forms. It is used to produce meaning and well-formed sentences as well avoid grammatical errors that hinder communication.

AI tools, such as Grammarly and ChatGPT write, improve and promote grammatical competence by giving learners instant feedback on sentence structure, tense and word use. This directly supports Hymes' first dimension-grammatical competence.

AI chatbots simulate real communication contexts, helping students practice sociolinguistic competence. Students learn not just "correct grammar," but also appropriate language use for various social and literary situations, such as writing essays, reviews, or dialogues.

In teaching literature and discourse skills, literature analysis often depends on understanding discourse and context. AI can assist learners in analyzing tone, style and cohesion in texts-enhancing discourse competence. Teachers are no longer only grammar instructors but facilitators helping students interpret AI feedback critically. They must teach learners how to use AI tools responsibly to improve strategic competence knowing when and how to rely on technology for communication.

AI transforms the traditional classroom into a more-interactive, communicative space where grammar and creativity coexist. This therefore agrees with Hymes' belief that true language mastery goes beyond rules. It involves communication in context.

Dell Hymes (1977) states that "to speak a language is not only to know the grammar of that language, but also to know how to use it appropriately. Bai& Chan (2023) support Hymes' views but add that AI language tools are expanding the boundaries of communicative competence by giving learners new forms of linguistic interaction.

METHOD OF STUDY

The population of this study consists of 138 final year students and teachers in Alvan Ikoku Federal University of Education. Data was collected through the use of questionnaire. The structured questionnaire was designed to elicit required information from the respondents fot information on how AI is redefining the skill of teaching English and Literature.

The data collected was analyzed according to the research questions formulated for the study. The researcher used simple percentage and mean rating to analyze the data. Mean score of 2.50 is accepted as positive response. The researcher used the following simple percentage formula

$$\text{Yes} = \frac{\text{Number of positive response}}{\text{Total number of responses}} \times \frac{100}{1}$$

$$\text{No} = \frac{\text{Number of negative response}}{\text{Total number of responses}} \times \frac{100}{1}$$

DISCUSSION OF FINDINGS

i. Research Question One

What are the available AI facilities for the teaching of English and Literature?

Table 1: Responses of students and teachers on the available AI facilities for the teaching of English and Literature in their school. S is for students and T is for teachers.

S/N	AI facilities	% Responses of availability	% Responses of non-availability	Decision
1.	Grammarly	S = 72, T = 4 = 76	S = 66, T = 4 = 70	Available
2.	ChatGPT	S= 55, T = 78	S = 83, T = 60	Available
3.	AI Chatbots	S= 12, T= 12	S = 126, T = 126	Not Available
4.	Internet	S = 12, T = 12	S = 126, T = 126	Not Available
5.	Phone	S = 136, T = 136	S = 2, T = 2	Available
6.	Computer vision	S = 2, T = 15	S = 136, T = 128	Not Available

Table 1 shows responses on the available AI facilities in Alvan Ikoku Federal University of Education, Owerri

Research Question Two: What are the benefits of AI in teaching English and Literature in Alvan?

Table I: Responses of students and teachers on the benefits of AI facilities for the teaching of English and Literature in their school.

S/N	Question Item	SA	A	D	SD	Total	Score	Remark
1.	AI enhance personalized learning experiences for students in English and Literature classes.	S T 114 + 6 = 120	S T 19 + 1 = 20	S T 5 + 1 = 6	S T 0	138	3.7	Accepted
2.	AI can assist in assessing and providing feedback on students' written work in English and Literature.	3T 114 + 6 = 120	S T 19 + 1 = 20	S T 5 + 1 = 6	S T 0	138	3.7	Accepted
3.	AI allows the students to access the voice pattern of their speech with that of a native speaker.	3T 114 + 6 = 120	S T 19 + 1 = 20	S T 5 + 1 = 6	S T 0	138	3.7	Accepted

Table 2 shows the mean responses of students on the benefits of AI in the teaching of English and Literature. The responses show their agreement on the benefits of AI. 3.75 ST agrees that it enhances personalized learning experiences for students in English and Literature classes. AI assists in assessing and providing feedback on students' written work in English and Literature.

It also allows the students to access the voice pattern of their speech with that of a native speaker.

Research Question Three

What are the factors that impede the effective use of AI in the teaching of English and Literature in Alvan?

Table 3: Responses of students and teachers on the factors that impede the effective use of AI

S/N	Factors	% Responses of Yes	% Responses of No
1.	Lack of adequate training	S – 124, T = 7 = 131	S = 14, T = 1 = 15
2.	Resistance to change from traditional teaching methods	S – 113, T = 6 = 119	S = 25, T = 2 = 27
3.	Limitations of AI tools – access to internet facilities	S – 138, T = 0	0
4.	Unsteady power supply	S – 138, T = 0	0

From the table, the respondents agree that the following impede the effective use of AI in the teaching of English and Literature: lack of adequate training, resistance to change from

traditional teaching methods, limitations of AI tools - access to internet facilities and unsteady power supply

CONCLUSION AND RECOMMENDATIONS

In conclusion, the integration of artificial intelligence into the teaching of the English language has brought about a significant shift in the skills required by teachers and students. AI tools have not only enhanced the efficiency and personalization of instruction but have also encouraged both teachers and students to develop new competencies such as data literacy, adaptability, and a deeper understanding of AI-driven insights. While AI has streamlined many aspects of teaching, it has also prompted a rethinking of the educator's role, emphasizing the importance of creativity, critical thinking, and emotional intelligence. Looking ahead, the construed evolution of Al promises even more innovative approaches to language instruction, making it an exciting time for educators and learners alike.

To effectively integrate Artificial Intelligence (AI) in teaching and learning of English and Literature in Alvan Ikoku Federal University of Education, we recommend that AI should be used as a supportive instructional tool rather than a replacement for teachers. AI-driven resources such as chatbots, grammar checkers, and text analysis tools should be combined with traditional teaching methods to preserve critical thinking and creativity. English and Literature teachers should receive continuous professional training on the effective and ethical use of AI tools. This will help teachers develop new digital pedagogical skills and prevent misuse or overdependence on AI by students.

Hence, students should be taught the ethical implications of AI, including issues of plagiarism, academic honesty, and originality. AI should be used as a skill-learning aid and not as a shortcut to avoid learning. In schools, government should provide adequate ICT infrastructure, reliable internet accessibility, and other necessities.

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