The Role of Digital Literacy and Media Literacy in Contemporary ELT.

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Abstract

English is one of the most used foreign languages for jobs, advertise, sightseeing, communication and worldwide connectivity. However, English learners face a lot of challenges in achieving language skills (LSRW). Recent studies showed that AI has affordances to continue supporting English language learning and information ELT/L. This study answers the call to observe detailed tests and affordances for using AI in ELT/L. A methodical re-evaluate method was used with philosophy to categorize studies. The findings reveal the geographical locations of the studies. The cut-off coding was then used to recognize affordances of the use of the English language in the areas of LSRW, pedagogy and self-regulation. The challenges identified across languages were information breakdowns, limited ability, fear and pressure of standardizing language. Policymakers, funders, practitioners and educational leaders can use the sequence provided in this study to gain a holistic understanding of the current trend in the use of AI in ELT/L, and sensible allegations are provided to guide future use of AI.

Key Words:

English, Foreign Language, LSRW, pedagogy, self-regulation, AI in ELT and Languages

INTRODUCTION

This paper deals with and discusses English language teaching in India. It notes that English language teaching aims for unrestrained competence. It also throws out that English is an attractive global language and is important for sympathy between nations. However, it notes issues with English language teaching in India, together with a lack of proper communications and resources for teachers overuse of translation and grammar-focused methods, and the power of regional languages. It argues for a combined methodology and better support and assets to improve English language education in the AI of English language teaching.

ARTIFICIAL INTELLIGENCE OF ENGLISH LANGUAGE TEACHING

Nowadays, the combination of Artificial Intelligence (AI) into education has reshaped how teaching and learning come about, with English Language Teaching (ELT) budding as a key area of transformation. In the world where English functions as a second language and an opportunity for global educational and certified opportunity, recovering English skills is essential. However, barriers such as imbalanced access to quality education, teacher shortages, and linguistic variety maintain to confront the value of established ELT practices. AI offers a talented explanation by delivering personalized, scalable, and context-sensitive teaching. From intellectual tutoring systems and speech acknowledgment tools to AI-powered chat bots and evaluation platforms, the deployment of AI in ELT has the potential to democratize language learning across India's socio-economic field. The National Education Policy (NEP) 2020 has emphasized the importance of leveraging knowledge to improve learning outcomes, thus cobbling the way for wider adoption of AI in classrooms, especially in under-resourced areas.

AI IN TEACHING ENGLISH IN THE WORLD

An original technique for instructing English to understudies from a collection of neighbourhood verbal communication fundamentals in the world it is possible with the deployment of programmed reasoning (artificial intelligence). This study dives into the good manners by which voice recognition frameworks, AI events, and regular language handling (NLP) are impacting ELT's progress. Modified growth opportunities, multilingual help, and permanent input on syntax, diction, and language are only a couple of ways these innovations help understudies whose first language isn't English conquering the specific etymological issues them know. Teachers might fabricate malleable and inviting homeroom surroundings by utilizing artificial reasoning (computer-based intelligence) innovations like chat bots, interpretation programming, and insightful coaching frameworks.

Scope of Artificial Intelligence in English Language Teaching

1. Personalized Learning and Adaptive Platforms
2. NLP Tools for Writing Support
3. Speech Recognition for Pronunciation and Fluency
4. Conversational AI and Chat bots
5. Automated Assessment and Feedback Systems
6. AI for Teacher Support and Data Analytics

1. Personalized Learning and Adaptive Platforms

Literature highlights that ALPs create energetic, individualized knowledge courses and present more valuable, engaging experiences by changing away from one-size-fits-all methods. Key components include a learner summary, competency-based development, and real-time examination of the student presentation to develop the learning effect.

2. NLP Tools for Writing Support

Systematic reviews, NLP can plan and behaviour searches, screen capture, lab, network sources, records; extract related information, review and key messages.

3. Speech Recognition for Pronunciation and Fluency.

a) Grammar sounds
b) Linguistic
c) Phonetic Analysis
d) Recording audio

4. Conversational AI and Chat bots

AI techniques like Natural Language Processing (NLP) and Machine Learning (ML) to simulate human conversation through text or speech. The literature reviews their growth, structural design, and increased applications in various fields such as teaching, customer service, and healthcare, noting their commitment in providing modified experiences, 24/7 support, and professional communication.
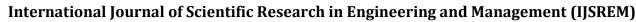
5. Automated Assessment and Feedback (AAF) systems

a) Artificial Intelligence (AI),
b) Natural Language Processing (NLP),
c) Machine Learning (ML)
d) To evaluate student work and provide feedback on aspects like sentence structure, clarity, and organization

6. AI for Teacher Support and Data Analytics

a) Smart Class
b) Network
c) Assignment
d) Assessment
e) Project

CHALLENGES AND CONSIDERATIONS

In spite of the unquestionable advantages, there are sure difficulties and issues with involving computer based intelligence in ELT. One worry with artificial intelligence calculations is the potential for predisposition; these frameworks may accidentally incline toward some language varieties over others or propagate biases. Fair language schooling must be accomplished by means of tending to artificial intelligence inclination through changed information portrayal, deliberate calculation plan, and consistent assessment.

Worries about student organization and information security are two extra moral contemplations with man-made intelligence driven language learning. Instructors have a scarce difference to walk while attempting to involve understudy information for customized training while likewise safeguarding understudies' protection. Moreover, stresses over the job of teachers and the possibility of their substitution by computer based intelligence experts are provoked by the dependence on simulated intelligence innovation in the instructive cycle. Instructors additionally need progressing proficient advancement amazing chances to assist them with successfully coordinating computer based intelligence into their examples. Instructors need to get the vital computerized proficiency abilities to utilize artificial intelligence advancements, survey information bits of knowledge, and foster convincing growth opportunities that advance computer based intelligence driven schooling.

CONCLUSION

With regards to showing English as a subsequent language, man-made consciousness has sweeping and complex results, with numerous positive and adverse results to consider. teachers might improve language opportunities for growth and give understudies the devices they need to become capable in English by embracing computer based intelligence.

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