

The Benefit of Artificial Intelligence Technology in Teaching Novel for Undergraduate Students

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فوائد تقنية الذكاء الاصطناعي في تدريس الرواية لطلبة المرحلة الجامعية

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Abstract

The purpose of the current study is to examine the benefit of employing artificial intelligence technology in teaching novel for undergraduate students. The experimental design was adopted by the researcher. A sample of 110 students were chosen at random way from Tikrit university third stage during the 2023–2024 academic year that represent 70% of the total enrollment. The sample consists of two groups: the experimental and control groups. The researcher herself taught both groups by using the artificial intelligence which included new concepts and vocabulary from the Hard Times novel. The experiment has been taught via artificial intelligence, while the control group has received instruction via the conventional method. An achievement test has been applied to the two groups. The findings demonstrate that teaching novel in the classroom with artificial intelligence is more successful than doing so with the conventional method. The research ends with some concludes **Key words:** Artificial Intelligence Technology , Teaching Novel and Undergraduate Students.

المستخلص

هدفت الدراسة الحالية إلى معرفة مدى الاستفادة من توظيف تقنية الذكاء الاصطناعي في تدريس الرواية لطلبة البكالوريوس وقد اعتمد الباحث على التصميم التجريبي وتم اختيار عينة عشوائية من طلبة المرحلة الثالثة بجامعة تكريت للعام الدراسي ٢٠٢٣-٢٠٢٤ بنسبة ٧٠٪ من إجمالي الطلبة وتتكون العينة من مجموعتين: المجموعة التجريبية والضابطة. وقد قامت الباحثة بنفسها بتدريس كلتا المجموعتين باستخدام الذكاء الاصطناعي الذي تضمن مفاهيم ومفردات جديدة من رواية الأوقات الصعبة. وقد تم تدريس التجربة من خلال الذكاء الاصطناعي في حين تلقت المجموعة الضابطة التعليم بالطريقة التقليدية. وقد تم تطبيق اختبار تحصيلي على المجموعتين. وقد أظهرت النتائج أن تدريس الرواية في الفصول الدراسية باستخدام الذكاء الاصطناعي أكثر نجاحاً من القيام بذلك بالطريقة التقليدية. يختم البحث ببعض الاستنتاجات **الكلمات المفتاحية:** تكنولوجيا الذكاء الاصطناعي , تدريس الرواية وطلبة المرحلة الجامعية.

Introduction

1.1 The Problem

In many classrooms across the world, conventional teaching methods are still in use despite some drawbacks. Worksheets, textbooks, and other printed resources are examples of conventional teaching tools that can be used to support a teacher's instruction. Conventional teaching methods have several benefits, chief among them being familiarity to both educators and learners and ease of use. They can also successfully introduce fresh ideas and give a general summary of a topic. Conventional teaching methods can, however, have certain drawbacks. It could be challenging to maintain every student's attention with them because they might not be as participatory or engaging as some other strategies. Furthermore, because they frequently depend on the teacher to impart knowledge rather than pushing students to think critically, traditional teaching methods may not be as successful in promoting critical thinking and problem-solving abilities (Tularam,2018 A deep comprehension of both the subject matter and the students themselves should be the foundation of effective

teaching tools. Instructors must take into account the age, aptitude, and preferred method of learning of their students in addition to the aims and objectives of the instruction. In order to create a more engaging and productive learning environment, teachers can also be creative in their approach selection, matching the requirements and skills of their students (Boden, 2018). According to Pujiati & Tamela (2019), it's important for educators to use cutting-edge pedagogies and make accommodations for inclusive classrooms. The government and educators worldwide are paying close attention to the issue of inclusivity in education. According to their study, in order to satisfy the needs of each student, a teacher must be prepared to use a variety of teaching styles in the classroom. To properly implement the strategies, teachers must also constantly improve their educational knowledge and abilities. In order to help the instructor accomplish the learning objectives, teaching methods are essential to the teaching and learning process. One important technology is Artificial intelligence, it means the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent human beings (Sheikh et al, 2023). The Artificial Intelligence that are used to accomplish these goals might be very different and customized to meet the requirements and learning preferences of certain students or groups. Teachers employ these tactics to help students learn and to make the process more efficient and interesting. They can also keep students from becoming bored. Learning can be facilitated and students can benefit from a variety of instructional tactics. fulfill their objectives.

1.2 Aims of the Research

The research aims at :

1. Assessing the average level of the third stage students' achievement in novel.
2. Finding out the benefit of using Artificial Intelligence on EFL university students' achievement in teaching novel in the posttest.
3. Finding out whether there is any significant difference between the students' achievement according to gender in the Posttest.

1.3 Hypotheses of the Research

- It is hypothesized that :
1. There is a statistically significant difference between the average level of the students' achievement and the theoretical level of achievement in the posttest.
 2. There is a statistically significant difference between the mean scores of the experimental group which is taught by using Artificial Intelligence and the mean scores of the control group which is taught according to the conventional method in the posttest.
 3. There is a statistically significant difference between the mean scores of the students' achievement according to gender in the Posttest.

1.4 Limits of the Research

The limitations of the research are:

1. University of Tikrit /third/ stage students /the academic year 2023_2024 / the second semester.
2. Some chapters from the text book novel entitled Hard Times
3. Artificial Intelligence Technology.

1.5 Definition of Basic Terms

1.5.1 Artificial Intelligence

Rahman (2009), cited in Samiksha et al (2024) defines Artificial Intelligence "as the creation of software that performs autonomous tasks like computation and student research" (p.343).

1.5.2 Teaching

The term teaching means to the actions of someone who is trying to help others to reach their fullest potential in all aspects of development. It would result when the teacher indulges in any activity with the intention that students would learn something as a consequence of it (Contrell, 2003).

1.5.3 Novel

Novel is an extended work of fictional prose narrative. It implies a book-length composition with abundant characters, varied scenes and a broader coverage of time than a shorter work provides (Kennedy, Gioia and Bauerlein, 2009).

1.6 Plan of the Research

This research employs the following procedures to fulfill its objectives and validate its hypothesis:

1. A sample of third-stage EFL university students at Tikrit University was chosen, and they were divided into two equal groups: the experimental group and the control group.
2. Equalizing the sample based on the following variables: age, parental academic achievement, previous year's

English language test results, and pretest results.
 3. Constructing a pre-posttest.
 4. Using artificial intelligence technology to teach the experimental group while employing the conventional method to teach the control group.
 5. At the end of the instructional period the two group of the students are subjecting to the constructed test .
 6. Calculating the test's difficulty level, validity, reliability, and discriminating power.
 7. A statistical analysis and interpretation will be done on the results.
 8. Explaining the findings and offering conclusions.

Theoretical Background

2.1 Definitions of Artificial Intelligence

Artificial intelligence (henceforth, AI) refers to "computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making designs, or solving problems". It includes machine learning, deep learning, and natural language processing. <https://www.coursera.org/articles/what-is-artificial-intelligence>. Boden (2018) mentions some examples of intelligence devices such as systems of computer like online platforms and computerized machines like robots, the function and respond of these devices is similar to the human brain. Some authors like Russell & Norvig (2020) named artificial intelligence as a machine intelligence (MI). He defines "AI is a computer science technology that investigates the creation and analysis of intelligent devices and applications". The science that used machine to think and act like an intelligent human is called AI. Cheng & Day (2014) cited in Samiksha et al (2024) explain that AI is a form of computational creativity, it means that most of technologies of AI have been used to help computers become more creative because of technological advancements in AI have drawn more attention. According to Samiksha et al (2024), AI has the ability to understand of human intelligence's aspects such as speech, recognition, language awareness, design making and visual perception. Finally, Samiksha et al (2024) say that AI investigates the behavior of people, animals and machine in an effort to discover solutions. Both terms AI and intelligence are companied to form the word AI.

2.2 The Application of Artificial Intelligence in Education

Researches on Artificial Intelligence in the field of education still in the early stages but in fact according to several studies AI has a significant impact and the power to change in a complete way how English is taught and learned with the aid of AI, so that students can learn language in an effective way. AI is essential in language learning and teaching, so it is important for any language teacher to understand the advantages and difficulties of AI because the widespread of using educational technologies in English language teaching (Hockly, 2023). One important point is that AI technologies facilitate assessment and real-time feedback. Also AI technology allow receiving rapidly guidance on the aspects of grammar, vocabulary types, pronunciation and other skills of language for all students. Moreover, by providing personalized support and reinforcement, the efficiency and effectiveness of language instruction is enhances through AI. Intelligent computer program which is Artificial intelligence that means the ability to imitate intelligent human behavior by using machine and the other name in addition to AI is the science and engineering of creating intelligent machines (McCarthy, 2007). The capacity AI to simulate human intelligence processes that are managed by computer systems, so AI seems to have numerous applications nowadays. In any level or grade many students' learning experiences, offer quick feedback and personalized learning are engaged and immersed through AI-powered tools and technologies. AI also helps students to improve their education by making it more enjoyable and efficient (Hockly, 2023).

2.3 Importance of Artificial Intelligence in Teaching English Language

Samiksha, et al. (2024) state that English language teaching and AI are interrelated as a dynamic system that characterized by the integration of learning and teaching process with AI technologies. Here are some important aspect to illustrate the relationship between the two terms.

1- Personalized Learning The adoption of instruction to individual learners' needs, proficiency levels and preferences AI technologies enable personalized learning experiences. The system of intelligent tutoring and learning platforms assist to analyze learners interactions and performance data.

2- Immediate Feedback and Assessment AI technologies provide assessment and immediate feedback for students and guides them to correct grammar, vocabulary pronunciation. They achieve self-directed learning.

3- Enhanced Language Practice AI technologies help students to practice language in an easy way through language games, interactive stimulation and virtual reality environments.

4-Access and Equity AI technologies help students to have the flexibility in learning English language at any time and place regardless the geographical and socioeconomic environment.

5-Teacher Support and Professional Development

English language teacher is supported by these technologies because they provide tools for lesson planning, instructional design and assessment for students. Also teachers get benefit from these technologies to have insight for their students' learning progress and performance and to know which teaching strategies is better to adopt in their teaching.

6-Innovative Pedagogical Approaches Learning in an active way , collaboration and creativity can be foster through integrating of AI in ELT because they encourage the new way of teaching. The collaborative environments of learning, project-based activities and peer tutoring systems enhance student autonomy and engagement, to transform from old conventional of teaching in the classroom and make the learning experiences easy.

7-Research and Development The main relation between AI and ELT seek encompass research development that seek to develop AI technologies and their application in language education. So, the relationship between the two previous terms is symbiotic.

2.4 Types of Artificial Intelligence There are four important types of AI systems:

1-Reactive machine The first type has no memory but it is task specific . The examples such as Deep Blue, the IBM chess program. Because of this type has no memory , it cannot use past experiences to inform future decision.

2-Limited memory

The second type has memory, so it can use past experiences.

3-Theory of mind

The third type is regarded a psychology term. This type is able to understand emotions. It also predict human behavior and infer human intention

3-Self-awareness

The third type has a sense of self , which gives them consciousness. Any machine with self-awareness understand their own current state. It is not yet exist.

<https://www.techtarget.com/searchenterpriseai/definition/AI-Artificial-Intelligence>

2.5 The Importance of Teaching Literature in the Classroom

Reading literature enables students to comprehend and respect cultures and ideas that are distinct from their own. Through constructing a reality through literary texts that differs from informational literature, students are able to get knowledge about the history , students' attitudes, beliefs and imaginings that make up a community's memory. Writings realm of beliefs, morals, group imaginations, and historical contexts that make up a person's or speaking community's memory. Literature has the power to develop intercultural and private interpersonal attitudes as well as academic literacy and critical thinking abilities. Good writing explores all facets of human existence and makes an effort to comprehend it (Kramsch, 1993). Through the study of literature in the classroom, pupils are able to grasp fundamental skills. It can draw an imaginative world and a compelling existence that encourages interaction between the student and the author. Giving enjoyment through the same use of innovation and imagination in the use of words is what it means to tell a novel or the primary theme. A significant contribution to the evolution of the English language is literature provide the student with insightful knowledge of their cultural and linguistic background (Daiches, 1981). Ellison (2010) lists five pedagogical justifications for using literature in the classroom:

1. Attitudinal: forming perspectives about teaching languages, various cultures, oneself, and others.
2. Linguistic: naturally exposed to the target language through novel patterns and repetitions in grammar, conversation, and context.
3. Cultural and Intercultural: knowing and comprehending different cultures; having access to them.
4. Social and Moral: shared experiences, empathy, and emotional growth.
5. Cognitive and Creative: the process of thinking and imagining developing academic skills to help other learning..

2.6 Concept of Novel

Novel means a book-length story includes imaginary characters and events. It is a long tale to fill one volume or more than one. The actions and characters of any novel represents the past or present life from reality and portrayed in plot in a complex or easy way (Breem,1999).One important and popular type of literature is novel

. Most students like and able to read and bought it. It is easy to read and very cheap, so any students can buy it. Most of the novels' writers made their novels interests for the readers, explain the events and characters in different ways. Some types such as verbal cassettes which can be played on the video recorder of imagination, igniting the intricate machinery of fiction that people's brains appear to be wired to generate (Miligan, 1983).

2.7 Novel's Kinds

According to Abrams (2000), a novel is a kind of literature. It belongs to a literary genre. It's a lengthy creative and narrative piece.

1. Realistic Novel The complex characters are represented by this type of literature. It focuses on the results, ways of thinking and social class valuations.

2. Social Novel It highlights how an era's social and economic circumstances shaped individuals and determined where events took place.

3. Historical Novel Sir Walter Scott invented this genre of literature in the 19th century. It used the scene and a few characters and historical events, but emphasizes how important the historical issues and events are to the main characters and the story.

4. Nonfictional Novel This category of novel employs novelistic devices, like descriptions of participants' mental states and departures from the chronological order of events. This kind provides a detailed account of current events and individuals. It is frequently based on in-person interviews with the top operatives in addition to historical occurrences.

5. Psychological Novel Samuel Richardson written it for his Pamela. Although it was a sentimental tale, it featured a young lady who succeeded in marrying a a wild young gentleman.

6. Epistolary Novel Written in epistolary mode. Alternative devices of restricting the narrative point of view have been favored by novelists. to a single character, either one or many. Written novels still receive this kind of fiction from time to time. Finally, novel finds to be of six categories. Novels have been categorized by authors based on several factors such as topic matter, presentation style, novelistic devices, place, and characters. Different academics in different eras classify novels in different ways (Abrams ,2000).

Methodology

3.1 Design of Research Akhtar (2016) defines research design as the arrangement of conditions for collecting and analyzing data. It aims to balance relevance to the research purpose with efficiency and established procedures This study uses a quantitative experimental research design. This experiment is ideal for investigating if artificial intelligence deployment directly affects EFL university students' ability to teach novel depending on the statistical findings. The framework of the procedures that the researcher uses to test the hypotheses and obtain pertinent data that includes independent and dependent variables and the relationship between them is known as the experimental design (Best and Khan, 2006) Furthermore, the conventional way of guiding quantitative analysis or adjusting a concept, practice, or process to ascertain whether it influences a dependent variable or outcome is what Creswell (2012) characterizes as the experimental design. As indicated in table (3.1), the experimental design used in the current research

Table (3.1) The Experimental Design of the Study

Groups	Independent Variable	Posttest	Dependent Variable	Posttest
EG.	Artificial Intelligence	Posttest	Teaching Novel	Posttest
CG.	Conventional Method	Posttest	Teaching Novel	Posttest

3.2 Population and Sample of the Study

According to Creswell (2012), the first term means a group of people who share similar characteristics. Any collection of people chosen to represent a population is called a sample (Richards and Rodgers, 1992). The third stage students at Tikrit university enrolled in the English department at make up the study's target population. In the course of the 2023–2024 academic year. The third stage has a total of 200 students, as indicated in table (3.2). The sample is a few number of students chosen for analysis and observation (Best, 1981) The current study's sample was selected at random way among 110 students in the third stage of the English department at University of Tikrit, during the academic year 2023–2024. There are two divisions made up of the students (A and B). These division were selected at random way to make two groups. Section (A), which has been assigned the designation of experimental group, comprises of fifty-five students, whereas Section (B) in this section

students as the control group, and thirty students from sections A and B have been selected to participate in the pilot study. As a result, as indicated in table (3.2). All the participants is 140 students as a sample who represent 70% of the original population.

Table No(3.2)The Population and Sample of the Study

Population	No.	Sample	Groups	No	Pilot
EFL University students /all students in third stage	200	EFL university students /third stage	EG.	55	15
			CG.	55	15
			Total	110	30

3.3 Instructional Material

The researcher has been taught her students for the two groups the same instructional material from the third-stage textbook, Hard Times novel. The first seven chapters are studied by the two groups: the experimental and the control While the control group receives instruction using the conventional way, the experimental group is taught by using artificial intelligence .In the second semester of the academic year 2023–2024, the experiment for this study was conducted. The experiment continued for six weeks. The scheduled lectures take place on Sundays and Mondays for the two groups.

3.3.1 Lesson Plan for Teaching the Experimental Group

Date:27th of January /2024 **Class:** EFL university students /Third stage.**Topic:** Chapter two (Murdering the Innocents)**Time:** 60 minutes**Materials:** pictures, data show, the book of Hard Times novel, notebook,Color makers, white board.**Organization of seats:** Students' seat are organized into groups. **Goal:** To increase students' proficiency in teaching literature through the use of third-stage artificial intelligence in the English language. **Procedure for delivering the content:** Warm-up The warm-up is an essential step in ensuring that the lesson begins effectively while teaching English novels. In order to prepare her students for the learning process, the instructor uses provocative opening questions regarding the Hard Times novel to elicit prior knowledge from them.Here, the instructor might pose several questions:

- Who is the novel's author?
- What is the novel's central concept?
- Who are the novel's primary characters?
- When was the novel written historically?

The steps of applying AI technology

1-Personalized Learning

Students' engagement and academic achievement are improved through AI-powered personalized learning tools.

2-Adaptive Assessments

This step provided the students and teachers more accurate and timely feedback through AI powered adaptive assessment.

3-Systems of Intelligent Tutoring

Students' learning outcomes are improved through AI-empowered intelligent tutoring.

4-Learning a language

The outcomes of students in learning a language are improved through AI-empowered language learning tools.

5-Virtual and Augmented Reality

AI-powered virtual and augmented reality experiences have the ability to help engaging learning experiences for students.

6-Chat bots

AI-powered chat bots have the potential to provide 24/7 support to students, answering questions and providing guidance on assignments and projects.

7-Grading and Assessment

In order to save teachers' time and the accuracy and reliability of assessments they used AI-powered grading and assessment tools .

3.3.2 Lesson Plan for Teaching the Control Group

Date: 27th of January /2024 **Class:** EFL university students /third stage **Topic:** Chapter two (Murdering the Innocents **Time:** 60 minutes **Materials:** data show, the book of Hard Times novel, notebook, color makers and white board. **Organization of seats:** Students' seat are organized into groups. **Aim:** To develop students knowledge and vocabulary.

Lesson Material's Steps

Warm-up The warm-up is an essential step in ensuring that the lesson begins effectively while teaching English novels. In order to prepare her students for the learning process, the teacher uses provocative opening questions regarding the Hard Times novel to draw prior information from them.

Here, the instructor might pose several questions:

- Who is the novel's author?
- What is the novel's central concept?
- Who are the novel's primary characters?
- When was the novel written historically?
- Giving the kids the assignment based on the texts and asking them to read the text.
- Ask pupils to list the text's primary concepts.
- Talk about the text's principal ideas with the pupils.
- Describe to the pupils the key concepts and incidents that occurred in the text.
- The teacher reads aloud and leads a conversation before posing questions to the class. Selected students are then given the opportunity to respond.
- Give the pupils a chance to express their opinions.

3.4 Validity and Reliability of the Posttest

Validity, according to Richards and Schmidt (2013), is the extent to which a test captures what it is intended to capture or the extent to which it may be effectively applied to the goal for which it was designed. Face validity, according to Mousavi (2009), is the extent to which an exam seems to measure the knowledge or abilities it purports to measure based on the subjective assessments of test takers, administrators who determine the test's use, and other psychometrically untrained observers. According to Pennington (2003), content validity is the extent to which an assessment instrument is reflective of and pertinent to the particular construct that it is intended to measure, or the extent to which it captures all aspects of a given idea. Livingston and Bridgeman (2018) define reliability as a tool when a researcher repeat the test in another time for example after a period of time to know the achievement of his/hers students and obtain nearly the same results. Alpha-Cronbach formula is used to measure the reliability of the post-test. The coefficient is found to be (0.82), which is considered acceptable.

3.5 The Pilot Administration of the Posttest

According to Good (1973), a pilot study is an initial investigation carried out with a sample different from the experiment sample to identify any potential obstacles the researcher may encounter during the test. The following are the objectives of carrying out a pilot study: a. To confirm that the test items are appropriate. b. To assess how well the test instructions were understood, and c. To determine how long it took the test takers to complete the questions. The test was administered to a sample of thirty students who were specifically selected from the entire population in order to accomplish these goals. The final step of the test was administered on Wednesday, January 28, 2024, at the University of Tikrit. Following the completion of the pilot study

Analysis of Collected Data and Discussion of Results

4.1 The Result of the First hypothesis

In order to achieve the first hypothesis, which claims that "There is a statistically significant difference between the average level of the student's achievement and the theoretical level of achievement in the Posttest," the posttest mean scores and standard deviation of the students' achievement have been determined to be 70.16 and 4.53, respectively. Utilizing two related samples, the T-test formula is employed. The calculated t-value 32.96 with a degree of freedom of 109 and a significance level of 0.05, as presented in table (4.1). The tabulated t-value was 2.00. In favor of the former, it indicates a notable discrepancy between the students overall accomplishment level of 70.16. This implies that the third stage achievement for EFL university students

English novel is above the average level ,thus this hypothesis is accepted. Table (4.1) The Means Scores , Standard Deviations, and T-Values of the Students' Achievement in the Posttest

No .of Students	Mean Scores	SD.	Theoretical level	T-Value		DF	Level of Significance
				Calculated	Tabulated		
110	70.16	4.53	50	32.96	2.00	109	0.05

4.2 The Result of the Second Hypothesis

To confirm the second hypothesis stating, "There is a statistically significant difference between the mean scores of the experimental group which is taught by using artificial intelligence and the mean scores of the control group which is taught according to the conventional method in the Posttest." We collect and compare mean scores. According to the results, the experimental group's mean score was 70.16, whereas the control group's was 54.29. Table (4.2) explains the calculated t-value using the t-test formula for two-independent samples is found to be 19.18, while the tabulated t-value at the degree of freedom 108 and level of significance 0.05 is found to be 1.98. This indicates that a notable divergence exists between the experimental group's and the control group's posttest mean scores, and in favor of the former. This indicates that the second hypothesis is accepted because the students' achievement of the experimental group, which received instruction by artificial intelligence, get better achievement than the control group, which received instruction by conventional method. Table (4.2) The Means Scores, Standard Deviations, and T-Values of the Two Groups' Achievement in the Posttest

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	55	70.16	4.54	19.18	1.98	108	0.05
CG.	55	54.29	4.15				

4.3 The Result of the Third Hypothesis The third hypothesis, which claims that "there is a statistically significant difference in the mean scores of the students' achievement according to gender on the posttest". The two paired samples' t-value is employed. The experimental group's mean scores for males are 29.64 and standard deviation is 3.60 according to statistics, while the mean scores for females are 40.53 and standard deviation is 2.60 with 53 degree of freedom and 0.05 level of significance. As indicated in table (4.3), the calculated t-value is 20.91, which is more than the tabulated t-value of 1.98. This indicates that there is a significant difference between the average success scores of students based on their gender. At the end, the third hypothesis is also accepted. Table (4.3) The Means Scores, Standard Deviations, and T-Values of the Experimental Group at the Production and Recognition Levels

Experimental Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
Male	55	29.64	3.60	20.91	1.98	53	0.05
Female		40.53	2.60				

2.4 Discussion of the Obtained Results

The results that obtained from this research show that the achievement of the students of the experimental group who has been taught by AI technology is better than those of the control group who has been taught by the conventional method in teaching English novel on one hand and on the other hand this research agreed with those of most of the related previous studies such as Dr.Suresh Kaswan (2022) , Karina; Rosa and Israel (2023), S.B.Vinay (2023), and Samiksha; Jagan;Prakash; Ravita and Kavita (2024).

Conclusions

The present research aims to explain the application of AI technology in language learning and teaching. The findings show that AI is essential in language learning and teaching. It is producing new tools for teaching and learning languages of students in all ages and proficiency levels. AI can assist students in learning a new language more quickly and successfully by individualized learning, real-time feedback, adaptability, access to resources and cost effectiveness AI technology is not like the instructor because technology does not have a special combination of abilities like teachers. In the classroom AI cannot duplicate , including creativity, emotional intelligence, relationship between them and judgment. AI offering individualized learning, real-time feedback , adaptability, access to resources and cost-effectiveness to assist students in learning a new language more quickly and successfully.The tools of AI-powered for example, the systems of intelligent tutoring, adaptive assessments, virtual and augmented reality, and chat bots and virtual assistants can contribute generally to enrich and build a more effective and efficient learning environment for studentsEducators need support and training to practice and use AI in an effective way and integrate it in their teaching practice. By embracing AI responsibility and in collaborative way, the experience of learning a language can be enriched by educators to empower the level of proficiency in English language skills.

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