www.ijarp.com ISSN 2456-9992 Page: 01-08

International Journal Advanced Research Publications

Review Article

Volume: 01
Issue: 03

AI-ENHANCED LANGUAGE SKILLS FOR UG ENGLISH LEARNERS IN GOVERNMENT COLLEGES

***Dr. C. Priya**

Associate Professor, Department of English, School of Engineering and Technology, Dhanalakshmi Srinivasan University, Samayapuram, Tiruchirappalli – 621 112, Tamil Nadu, India.

Article Received: 20 November 2025, Article Revised: 10 December 2025, Published on: 30 December 2025

***Corresponding Author: Dr. C. Priya**

Associate Professor, Department of English, School of Engineering and Technology, Dhanalakshmi Srinivasan University, Samayapuram, Tiruchirappalli – 621 112, Tamil Nadu, India.

DOI : https://doi-doi.org/101555/ijarp.1533

ABSTRACT

This chapter explores AI-driven approaches for the instruction of English language skills to undergraduate students in government colleges in India during the AI digital era. It highlights the use of adaptive learning platforms, interactive digital resources, and personalized feedback systems that align with the National Education Policy (NEP) 2020's emphasis on technological integration for equitable educational opportunities (Bowen). By addressing challenges such as large student cohorts and varied linguistic backgrounds, these methodologies facilitate improvements in listening, speaking, reading, and writing competencies among undergraduate learners preparing for competitive examinations and professional communication. In recent years, the rapid adoption of Artificial Intelligence (AI) tools within higher education has transformed traditional pedagogical practices, especially in English language instruction (Crompton 1234). Adaptive learning platforms can analyse individual learner profiles, identifying strengths and weaknesses to tailor lessons accordingly.

Interactive digital resources, including gamified applications and multi-modal content, help engage students with diverse interests and proficiency levels, while personalized feedback systems provide actionable insights for continuous improvement (Das et al. 45). This technological paradigm is particularly advantageous in government colleges, where students often face resource limitations and heterogeneous classroom environments. By leveraging AI innovations and embracing the principles set forth in NEP 2020, educators can foster more inclusive, effective, and scalable teaching strategies (Jain). Ultimately, these advancements

empower undergraduate students to excel in competitive exams and cultivate essential communication skills vital for their future academic and professional pursuits.

KEYWORDS: Artificial Intelligence, English language instruction, adaptive learning, National Education Policy, digital resources.

INTRODUCTION

The integration of artificial intelligence (AI) into English language teaching marks a paradigm shift, particularly for resource-constrained government colleges serving undergraduate (UG) students from varied socio-economic and regional backgrounds (Gupta 112). Traditional methods often struggle with scalability in overcrowded classrooms, where multilingualism and limited infrastructure hinder communicative competence. AI tools, such as natural language processing (NLP) chatbots and adaptive apps, offer real-time, individualized support, fostering skills aligned with Choice-Based Credit System (CBCS) syllabi and the demands of exams like CUET-PG (Kumar). This chapter outlines practical methodologies, drawing from recent pedagogical research to ensure implementation feasibility in low-bandwidth environments typical of government institutions (Rao).

Personalized Learning Pathways

AI platforms employ machine learning algorithms to assess student proficiency through initial diagnostics, generating customized learning paths for vocabulary, grammar, and idiomatic expressions (Yadav 156). For UG English majors in government colleges, tools like adaptive apps (e.g., Duolingo for Schools or custom Google Classroom integrations) tailor content to Indian English variants, accommodating Hindi-dominant speakers by prioritizing phonemic awareness and sentence structuring. This personalization reduces learning disparities, with studies indicating a 25-30% uplift in retention rates over six months, as algorithms iteratively adjust difficulty based on performance analytics (Martinez).

In practice, educators upload CBCS module outlines, enabling AI to recommend remedial exercises for weak areas like tense usage or collocations, drawn from corpora of Indian academic texts. Government colleges benefit from free, open-source options like Moodle plugins with AI extensions, which operate on shared devices without high computational needs. Faculty oversight ensures cultural relevance, such as incorporating regional proverbs into vocabulary drills, bridging theoretical syllabi with practical application (Sharma 89).

Ethical considerations, including data privacy under India's DPDP Act 2023, guide implementation; anonymized analytics prevent biases against non-urban dialects (Singh 200). Longitudinal tracking via dashboards empowers teachers to intervene, transforming passive learning into proactive skill-building for literature discussions and essay writing.

Interactive AI for Speaking and Listening

Speech recognition technologies in AI tools simulate native-speaker interactions, providing instant feedback on pronunciation, intonation, and fluency—critical for UG students intimidated by oral exams (Verma 34). Applications like ELSA Speak or Google Speech-to-Text integrate with syllabus topics, such as role-plays from *The Importance of Being Earnest*, allowing practice in low-stakes virtual environments accessible via affordable smartphones prevalent in government college settings.

These tools transcribe dialogues in real-time, highlighting errors in stress patterns or linking sounds, while gamified challenges encourage repeated attempts. In multilingual classrooms, AI adapts to Indian accents, offering comparative audio models from diverse speakers, which aligns with NEP's multilingualism push and boosts confidence for group debates on contemporary issues (Li and Wang 567).

Collaborative features enable peer-to-peer recordings analyzed by AI for collective improvement, fostering a community of practice. Faculty facilitate by curating prompts tied to UG curricula, ensuring progression from basic listening comprehension to critical analysis of podcasts on literary themes.

Gamification and Engagement Strategies

Gamified AI platforms convert rote grammar drills into narrative quests, where UG learners earn badges for mastering conditionals or reported speech, sustaining motivation amid exam pressures (Sharma 90). Tools like Kahoot! with AI-generated quizzes or Quizizz adapt questions dynamically on literature previews, such as themes in R.K. Narayan's works, reporting 40% higher engagement in pilot studies from Indian colleges.

Leaderboards and narrative progression, customized with Indian cultural elements like folktale-based scenarios, promote healthy competition without alienating introverted students. Integration with Learning Management Systems (LMS) allows seamless tracking, aligning

gamification with SDG 4 goals for inclusive quality education in under-resourced government institutions (Zafar 78).

Faculty design hybrid sessions where AI handles repetition, freeing time for debriefs on strategy application in writing tasks. This methodology not only boosts short-term recall but cultivates lifelong learning habits through dopamine-driven feedback loops.

Examples of AI Integration in UG English Classrooms:

- **Remedial Exercises:** After uploading a CBCS module outline on "Tense Usage", the AI identifies students struggling with past perfect forms and assigns tailored practice drawn from Indian academic texts. For instance, a student receives fill-in-the-blank exercises using sentences like, "By the time the teacher arrived, the students had finished their assignments" (Gupta 115).
- **Pronunciation Feedback:** Using ELSA Speak, a student records a dialogue from *The Importance of Being Earnest*. The AI highlights mispronunciations in words like "earnest" and "marriage", offering comparative playback with Indian and international accents (Verma 40).
- **Gamified Quizzes:** On Quizizz, students tackle a narrative quest based on R.K. Narayan's "Swami and Friends", earning badges for correctly identifying examples of reported speech and conditionals within the context of the story (Sharma 95).
- **Peer Collaboration:** In a group activity, students use an AI tool to analyse each other's audio recordings of literary debates, with the system providing collective feedback on fluency and turn-taking, promoting healthy peer learning (Crompton 1245).
- **Writing Feedback:** After drafting a poetry analysis essay, a student uploads it to a generative AI tool, which marks unclear thesis statements and flags potential plagiarism. The student receives suggestions to rephrase for improved coherence and originality (Zafar 85).

AI-DRIVEN WRITING AND FEEDBACK MECHANISMS

Generative AI tools like Grammarly EDU or custom ChatGPT prompts assist in iterative writing development, scoring essays on coherence, lexical range, and argumentation—essential for UG term papers on poetry analysis (Patel 5). Automated rubrics provide line-level suggestions, teaching self-editing skills while flagging plagiarism against Indian academic databases.

In government colleges, where marking large volumes is challenging, AI scales feedback equitably, prioritizing structure over creativity to suit CBCS rubrics. Students revise based on explanations, such as rephrasing passive constructions, leading to measurable improvements in CUET-style essays (Das et al. 50).

Hybrid models combine AI drafts with teacher validation, mitigating hallucinations and ensuring alignment with ethical standards like original voice preservation. Dashboards visualize progress, enabling targeted interventions for persistent errors in cohesion (Bowen).

i. Group Essay Drafting: Students work in small groups using an AI co-writing tool to draft a literary analysis essay. The system tracks individual contributions, encourages peer review, and provides collective feedback on thesis clarity and evidence, fostering teamwork and reflective editing (Martinez).

ii. Collaborative Storytelling: Each group is assigned a prompt and uses an AI platform to co-create a short story, alternating paragraphs. The AI offers suggestions and corrections, while students discuss narrative direction and character development, building consensus and creativity (Jain).

iii. Peer Podcast Critique: Groups record podcast episodes debating themes from prescribed texts. AI tools analyse speech for coherence and engagement, then facilitate a peer critique session where members exchange constructive feedback guided by automated rubrics (Verma 42).

iv. Digital Debate Forums: Students participate in online debates moderated by AI, which ensures fair turn-taking and flags logical fallacies. After each round, teams receive data-driven feedback on argument strength and collaboration effectiveness, prompting strategic improvements (Singh 205).

v. Collaborative Annotation: Using an AI-powered annotation tool, groups annotate a poem or play, adding comments and interpretations. The AI aggregates insights and highlights disagreements, prompting discussion and consensus-building among students (Li and Wang 570).

vi. AI-Powered Literature Quizzes: Students participate in adaptive quizzes generated by AI, which tailor question difficulty based on performance. Detailed analytics highlight strengths in literary devices and gaps in comprehension, enabling targeted revision and peer tutoring opportunities (Kumar).

vii. Virtual Author Interviews: Learners use AI chatbots modelling famous poets or novelists, preparing and conducting simulated interviews. This deepens appreciation of

authorial intent, style, and historical context, while encouraging formulation of original, critical questions (Patel 8).

viii. Multimodal Project Creation: Groups design digital posters or video essays using AI-assisted tools for image, audio, and text synthesis. Projects are aligned with literary themes or movements, fostering creativity and digital literacy in tandem with textual analysis (Gupta 120).

ix. Real-Time Debate Simulations: Students engage in AI-moderated mock parliament or courtroom debates based on literary controversies. The platform scores participants on rhetorical skill, evidence use, and adaptability, prompting self-reflection and iterative improvement (Rao).

x. Personalised Reading Pathways: AI systems recommend poetry and prose selections tailored to each learner's proficiency and interests. Students track progress on digital dashboards, while scheduled check-ins with the AI generate discussion prompts and vocabulary lists for ongoing enrichment (Yadav 160).

Challenges and Mitigation in Implementation

Digital divides persist in rural government colleges, necessitating offline-capable AI apps and teacher training via platforms like SWAYAM. Algorithmic biases against non-standard Englishes require diverse training data from UGC repositories (Zafar 80).

Faculty upskilling through NEP-mandated workshops addresses resistance, emphasizing AI as a co-teacher. Policy recommendations include subsidized device schemes and bandwidth upgrades for sustainable adoption (Singh 210).

SUGGESTIONS

Monitoring via institutional audits ensures equitable outcomes, with fallback to analog methods during disruptions.

- **Enhance Digital Infrastructure:** Prioritise the expansion of affordable, high-speed internet access and the provision of subsidised digital devices in rural and semi-urban colleges. Collaborate with government and private stakeholders to ensure reliable connectivity and reduce the digital divide (Bowen).
- **Develop Multilingual AI Tools:** Design AI applications that accommodate regional languages and diverse dialects of English, reflecting the linguistic realities of Indian learners. This approach will help mitigate algorithmic bias and foster inclusivity (Verma 45).

- **Continuous Faculty Development:** Institutionalise regular training workshops and peer learning sessions on AI integration, focusing on practical classroom applications and ethical considerations. Encourage faculty to share best practices and adapt to evolving technologies (Martinez).
- **Implement Robust Data Privacy Measures:** Establish clear protocols for data collection, storage, and usage within AI platforms, adhering to national data protection guidelines. Conduct awareness programmes to educate both teachers and students on digital privacy and responsible AI use (Singh 212).
- **Promote Blended Learning Models:** Combine online AI-enabled activities with offline, analogue alternatives to ensure continuity during technological disruptions. Regularly audit learning outcomes to identify gaps and adjust strategies for equitable access and engagement (Crompton 1250).

CONCLUSION

AI-enhanced methodologies empower UG English learners in government colleges by delivering personalized, engaging, and scalable language instruction attuned to the digital era. Strategic implementation, grounded in ethical and inclusive practices, aligns with national policies to produce competent communicators ready for global academia and workplaces (Das et al. 55). Future expansions could integrate emerging tools like multimodal AI for holistic proficiency.

REFERENCES

1. Bowen, Jose Antonio. *Teaching with AI: A Practical Guide to a New Era of Human Learning*. Independently Published, 2025.
2. Crompton, Helen. "AI and English Language Teaching: Affordances and Challenges." *British Journal of Educational Technology*, vol. 55, no. 4, 2024, pp. 1234-1256.
3. Das, Priyanka, et al. "The Role of AI in English Literature Teaching in the Indian Context." *International Academic Journal of Education and Social Media*, vol. 2, no. 1, 2025, pp. 45-62.
4. Gupta, Ritu. "Emerging Practices in Teaching-Learning of English Language and Literature in Digital Era." *International Journal of English Studies*, vol. 6, no. 3, 2023, pp. 112-130.
5. Jain, Neha. "ENGLISH LANGUAGE AND LITERATURE in the Digital Era: Challenges and Opportunities." MES College Publication, 2025.

6. Kumar, Amit. "Artificial Intelligence in Language Pedagogy: A Modern Approach." *DPVIPRA College Journal*, 2023.
7. Li, Chen, and Wang Mei. "The Role of Artificial Intelligence in English Language and Literature Teaching." *Procedia Computer Science*, vol. 235, 2024, pp. 567-578.
8. Martinez, Sofia. "AI for Teachers: An Open Textbook on Digital Pedagogy." University of Cantabria Press, 2024.
9. Patel, Sanjay. "The Role of AI in English Language Teaching: An Overview for Higher Education." *Quest Journals: Journal of Research in Humanities and Social Science*, vol. 13, no. 11, 2025, pp. 1-15.
10. Rao, Venkatesh. "Paper and Digital: Current Research into the Effectiveness of Learning Tools in English Classrooms." International Publishers, 2023.
11. Sharma, Kavita. "Gamification with AI for Language Skills in Indian Colleges." *Journal of Educational Technology*, vol. 12, no. 2, 2024, pp. 89-105.
12. Singh, Arjun. "Ethical AI Integration in UG English Curricula." *NEP Implementation Review*, vol. 4, 2024, pp. 200-215.
13. Verma, Priya. "NLP Tools for Speaking Proficiency in Multilingual Classrooms." *Indian Journal of Language Education*, vol. 7, no. 1, 2025, pp. 34-50.
14. Yadav, Meera. "Adaptive Learning Platforms for Government Colleges." *UGC Higher Education Quarterly*, vol. 9, no. 3, 2023, pp. 156-172.
15. Zafar, Ayesha. "Hybrid Feedback Systems in Writing Pedagogy." *Digital Humanities Review*, vol. 5, 2024, pp. 78-92.