

Artificial Intelligence and English Pedagogy: Rethinking Teaching for Skill Development

Dr. Tanushree Mohanty

Assistant Professor, Department of Education, Ravenshaw University, Cuttack, Odisha

Email: [tanushreemohantyedu\[at\]gmail.com](mailto:tanushreemohantyedu[at]gmail.com)

Abstract: *The integration of Artificial Intelligence in education necessitates a reconfiguration of pedagogical approaches that move beyond content delivery towards active engagement, reflection, and contextual application. In AI-supported English classrooms, learning is not merely facilitated through access to information but through the processes by which learners interpret, evaluate, and apply knowledge. AI tools provide opportunities for personalised feedback, adaptive learning, and content generation; however, their pedagogical value depends on how they are integrated within reflective and learner-centred practices. Learning, therefore, becomes a dynamic process involving interaction with AI-generated outputs, critical evaluation, and meaningful application in communicative contexts. This approach foregrounds the development of higher-order skills such as critical thinking, creativity, communication, and ethical reasoning, which are central to contemporary education and aligned with the vision of the National Education Policy (2020).*

Keywords: Artificial Intelligence, English Pedagogy, Skill Development, Reflective Learning, NEP 2020, Educational Technology

1. Introduction

Educational practices have consistently adapted to changes in society, culture, economy, and technology. In recent years, Artificial Intelligence has become a significant catalyst for change, influencing teaching and learning across disciplines and educational levels. AI-enabled applications such as adaptive learning systems, automated feedback mechanisms, intelligent tutoring platforms, and generative language technologies are now increasingly present in schools and higher education institutions.

In English education, these developments have opened new avenues for enhancing language skills, literary understanding, and communication abilities. Tools that support grammar correction, vocabulary enrichment, pronunciation practice, text generation, plagiarism checking, and reading analytics are readily available to learners. At the same time, their use raises critical pedagogical questions related to originality, creativity, interpretative depth, and ethical responsibility. This chapter contends that English pedagogy in the AI era must shift from examination-oriented and skill-driven approaches to learner-centred, reflective, and critical practices that resonate with the objectives of NEP 2020.

Artificial Intelligence in Education: A Conceptual Understanding

Artificial Intelligence refers to the ability of computer systems to perform tasks that normally require human cognitive functions, including learning, reasoning, language processing, and decision-making. In educational contexts, AI is employed through intelligent tutoring systems, adaptive learning environments, learning analytics, automated assessment tools, and virtual assistants.

In English classrooms, AI-based applications assist learners and teachers in several ways, such as:

- Checking grammar, style, and coherence
- Providing automated feedback on written work
- Supporting pronunciation and speaking practice through speech recognition

- Analysing reading comprehension and engagement
- Generating originality and plagiarism reports

While these tools improve efficiency and accessibility, they also challenge conventional ideas about teaching roles, learning processes, authorship, and assessment. Hence, it becomes essential to critically reflect on pedagogical practices to ensure that AI contributes positively to meaningful language learning.

2. Conceptual Framework: AI-Integrated Pedagogical Cycle for Skill Development

The study proposes a conceptual framework that positions Artificial Intelligence as a facilitative component within a structured pedagogical process aimed at skill development. AI tools provide initial engagement through content generation, feedback, and language support; however, meaningful learning emerges through guided reflection and contextual application. The framework consists of four interconnected stages: AI-supported engagement, critical reflection, contextual application, and skill development outcomes. Learners first interact with AI-generated content, followed by critical evaluation and discussion. This is subsequently extended through application in communicative and real-life contexts, leading to the development of higher-order skills such as communication, critical thinking, creativity, and ethical awareness. The cyclical nature of this process ensures continuous refinement of learning.

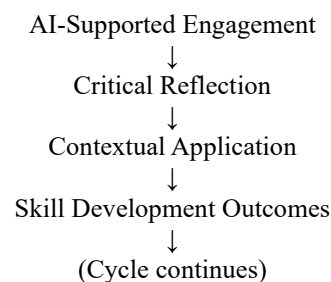


Figure 1: AI-Integrated Pedagogical Cycle for Skill Development

Re-envisioning Pedagogy in the Age of AI

Conventional pedagogical approaches have often been characterised by teacher dominance, content transmission, and examination-centric evaluation. In English education, this has frequently resulted in memorisation, overemphasis on grammatical accuracy, and limited scope for creative and analytical engagement. The integration of AI necessitates a reorientation of pedagogy for several reasons.

From Content Delivery to Knowledge Construction

Since AI systems can readily generate explanations and texts, pedagogy must prioritise interpretation and meaning-making. For instance, during a classroom session on descriptive writing, learners initially relied on AI-generated paragraphs; however, when encouraged to compare these with their own lived experiences, they recognised the absence of sensory detail and personal voice. This indicates that active engagement is essential for meaningful knowledge construction.

Responding to Learner Diversity

AI enables differentiated instruction by adapting to diverse learner needs. In one instance, a learner with limited English proficiency used an AI-supported translation tool to draft a paragraph and subsequently explained the content in their home language during peer interaction. This collaborative negotiation of meaning not only supported inclusion but also illustrates how interactive learning processes strengthen language learning.

Transforming the Role of the Teacher

In the AI-supported learning environment, English teachers move beyond the role of knowledge transmitters to become facilitators, mentors, and learning designers. They guide learners in interpreting texts, questioning AI-generated content, and using technological tools in ethical and responsible ways.

Emphasis on New Literacies

The AI era demands the integration of digital literacy, AI literacy, critical media literacy, and ethical literacy into English pedagogy, enabling learners to engage thoughtfully with language, texts, and technologies.

3. Innovative Pedagogical Approaches in English Teaching**Learner-Centred Pedagogy**

AI-supported platforms encourage autonomy by allowing learners to progress at their own pace. In English classrooms, teachers may utilise AI tools for preliminary language support while reserving classroom interactions for discussion, interpretation, and collaborative learning.

Classroom Illustration: Learners draft a paragraph using an AI writing tool and subsequently participate in teacher-guided discussions on voice, context, originality, and appropriateness.

Personalised and Adaptive Learning

AI-based systems can identify recurring learner errors and provide targeted feedback. However, effective pedagogy requires contextual application of such feedback. For

example, when an adaptive platform highlighted frequent errors in tense usage, a follow-up role-play activity enabled learners to narrate real-life experiences. This indicates that application-based tasks facilitate deeper internalisation of linguistic structures.

Blended and Hybrid Learning Models

During a blended learning module, students read a short story online and used annotation tools to highlight key themes. In the subsequent classroom discussion, one learner connected the story's theme of migration to their own family experience, enriching the interpretative dialogue. This demonstrated how contextual connections deepen literary understanding.

Inquiry-Oriented and Critical Pedagogy

Inquiry-oriented pedagogy requires learners to critically evaluate AI-generated content. For instance, when comparing an AI-generated poem with a human-authored text, learners initially appreciated structural accuracy but later identified the absence of emotional depth. This highlights the importance of affective and interpretative dimensions in literary understanding. However, through guided questioning, one learner observed that the AI poem lacked "emotional struggle," leading to a deeper discussion on creativity, authorship, and human experience in literature.

Evolving Roles of Teachers and Learners**Role of the English Teacher**

- Designing meaningful AI-integrated language and literature activities
- Facilitating critical reading, writing, speaking, and listening
- Guiding ethical and responsible engagement with AI tools
- Nurturing creativity, originality, and reflective thinking

Role of the Learner

- Actively participating in language and literature learning tasks
- Developing digital competence and AI awareness
- Using AI as a supportive resource rather than a replacement for thinking
- Upholding academic integrity and ethical authorship

Ethical and Pedagogical Concerns

- Despite its educational potential, the integration of AI in English pedagogy presents several challenges, including:
- Excessive dependence on AI-generated content
- Diminished originality and creative expression
- Bias embedded in algorithmic language outputs
- Concerns related to data privacy and surveillance
- Inequitable access due to the digital divide

Addressing these concerns requires pedagogical strategies that promote ethical sensitivity, critical evaluation of AI outputs, and reflective language use.

4. Implications for Curriculum, Teacher Education, and Policy

Teacher education programmes need to incorporate components related to AI literacy, digital pedagogy, and ethical language use. English curricula should integrate AI-supported learning activities while prioritising

communicative competence, interpretative skills, literary appreciation, and critical thinking. The National Education Policy (NEP) 2020 underscores the balanced integration of technology with holistic and humanistic educational values, providing a supportive framework for reimagining English pedagogy in the AI era. This study contributes to the evolving discourse on Artificial Intelligence in education by proposing a structured pedagogical framework that integrates AI tools with reflective and application-oriented learning processes. It offers a conceptual model for aligning technological affordances with skill development in English education, thereby addressing the need for pedagogically grounded AI integration in contemporary classrooms.

5. Conclusion

Reconceptualising pedagogy in the age of Artificial Intelligence is both an educational necessity and an ethical responsibility. In English education, AI offers valuable opportunities to enrich language learning, assessment, and accessibility. However, the effectiveness of these tools depends on pedagogical approaches that foreground human creativity, critical engagement, linguistic sensitivity, and ethical judgement. A balanced pedagogical framework, aligned with UGC guidelines and the principles of NEP 2020, can ensure that AI strengthens rather than undermines the humanistic foundations of language and literature education. Classroom-based experiences further indicate that the meaningful integration of AI depends not on technological proficiency alone but on the extent to which learners are engaged in reflective and contextually grounded learning processes.

References

- [1] Anderson, T., & Dron, J. (2011). Three generations of distance education pedagogy. *International Review of Research in Open and Distributed Learning*, 12(3), 80–97.
- [2] Bialik, M., & Fadel, C. (2015). *Skills for the 21st century: What should students learn?* Center for Curriculum Redesign.
- [3] Council of Europe. (2018). *Common European framework of reference for languages: Learning, teaching, assessment (Companion volume)*. Council of Europe Publishing.
- [4] Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Center for Curriculum Redesign.
- [5] Selwyn, N. (2019). *Should robots replace teachers? AI and the future of education*. Polity Press.
- [6] Baker, T., Smith, L., & Anissa, N. (2019). Educating for a technological future: Artificial intelligence in education. *Educational Technology & Society*, 22(1), 1–14.
- [7] Dewey, J. (1938). *Experience and education*. Macmillan.
- [8] Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson.
- [9] Ministry of Education, Government of India. (2020). *National education policy 2020*.

- [10] UNESCO. (2021). *AI and education: Guidance for policy-makers*. UNESCO.