

Artificial Intelligence in Education: Transforming Language Learning, Literature Studies, and Communication Skills

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Abstract

Artificial Intelligence (AI) has surfaced as a transformative force in contemporary education, especially in the domains of language learning, literature and communication skill development. AI-based tools such as language models, grammar checkers, translation applications, and intelligent tutoring systems offer personalised learning experiences, instant feedback, and interactive support to learners. This study explores the role of AI in enhancing language proficiency, facilitating comprehension of literary texts, and strengthening communication skills among secondary and senior secondary students. A descriptive survey method was adopted and data were collected through a structured questionnaire comprising Likert-scale. The findings reveal that AI significantly supports vocabulary enrichment, grammatical accuracy, better understanding of prose and poetry, and increased confidence in written and spoken communication. The study also highlights the importance of guided and ethical use of AI to preserve creativity, critical thinking, and the indispensable role of teachers. The paper concludes that AI, when integrated judiciously with traditional pedagogy, serves as an effective instructional tool that enriches language education and learner autonomy.

Keywords: Artificial Intelligence, Language Learning, Literature Studies, Communication Skills

1. Introduction

1. The increasing demand of AI has brought a revolutionary change in education system. The rapid advancement of digital technologies has significantly impacted educational practices across the globe, with Artificial Intelligence (AI) emerging as one of the most transformative innovations of the twenty-first century. AI is the new normal for Gen Z, Gen Alpha and even OGs. Education systems are increasingly integrating AI-driven tools to enhance teaching efficiency, personalise learning experiences, and address various learner needs. In the field of language education, AI presents ample opportunities to redefine how students acquire linguistic competence, interpret literary texts, and develop communication skills.

Language learning is a multidimensional process that involves vocabulary acquisition, grammatical accuracy, comprehension, interpretation, and effective expression. Earlier, these components have relied heavily on teacher-led instruction in lecture method and textbook-based learning. However, contemporary classrooms, especially at the secondary and senior secondary levels, face challenges such as limited instructional time, large class sizes, and varied learner proficiency levels. These challenges often restrict personalised attention and differentiated instruction. AI-powered tools, including intelligent tutoring systems, language models, grammar checkers, speech recognition applications, and translation software, offer practical solutions by providing immediate feedback, adaptive learning pathways, and interactive engagement. In literature class students frequently encounter difficulties in understanding complex language, symbolism, themes, and character analysis. Sometimes they lose interest due to complex theme. But, AI tools can simplify literary texts, generate summaries, explain difficult vocabulary, and provide contextual interpretations, thereby making the literature interesting and enhancing comprehension. Similarly, in the domain of communication skills, AI assists learners in organising ideas, refining sentence structure, correcting errors, and practicing conversational responses. Such support contributes to confidence and clarity in both written and spoken communication. As an educator, the researcher perceives AI not as a replacement for teachers but as a pedagogical enhancer that replaces traditional method. The human element of empathy, connection with students, and ethical guidance, and value-based instruction remains irreplaceable. Therefore, the key concern is not whether AI should be completely used in language education, but how it can be

integrated responsibly and effectively to foster critical thinking, creativity, and learner autonomy.

This study seeks to explore the role of Artificial Intelligence in developing language learning skills, strengthening literary understanding, and enhancing communication competence among students of classes IX to XII. At this level students become independent and they can wisely use AI tools for their benefit. By analysing students' perceptions and experiences, the research aims to contribute meaningful insights into the evolving relationship between AI and language learning.

2. Review of Related Literature

AI has changed the perception of people towards learning, specially, in learning language AI is providing enough guidance to the students. Previous studies highlight that AI-based language tools sharpen vocabulary acquisition, grammatical accuracy, and learner motivation. Research indicates that AI-supported platforms help learners understand complex literary texts through summaries, explanations, and contextual interpretations. Scholars have also noted that AI facilitates communication skills by improving writing accuracy, sentence formation, and confidence in expression. In the paper titled "The Role of Artificial Intelligence in English Language and Literature Reading Management," Xisheng Chen (2024) discussed the role of AI in the reading management of English language and literature. In his paper, a neural network-based autonomous reading assistance system for English language and literature is constructed. Another authors like Annie Limiya V G and Prasantha Kumar in "Generative Artificial Intelligence in Enhancing English Language Skills: A Systematic Review reviewed that the application and impact of generative AI tools in the realm of English language teaching, particularly for the development of language skills is quite effective. The evidence from the existing research indicates that integrating GenAI into pedagogical frameworks has an invariable impact on language acquisition, offering both unparalleled opportunities and challenges. However, concerns regarding overdependence on AI and reduced creativity have also been discussed, emphasizing the need for guided use under teacher supervision.

3. Objectives of the Study

1. To examine and study the role of Artificial Intelligence in enhancing language learning skills among students.
2. To be apprised by the effectiveness of AI tools in improving students' understanding of literature learning.
3. To explore the impact of AI-assisted learning on the development of communication skills.
4. To analyse students' perceptions and attitudes towards the use of AI in language education.
5. To identify the benefits and challenges associated with the use of AI in language classrooms.

4. Research Methodology

The present study employs a descriptive survey research design via Google form. The sample consisted of students from classes IX to XII selected through random sampling. A structured questionnaire was developed to collect data on students' experiences and perceptions regarding the use of AI in language learning, literature comprehension, and communication skill development. The tool included demographic questions, Likert-scale statements, and open-ended items. Data was analysed using simple statistical techniques such as percentage analysis through pie chart and Bar Graph to ensure clarity and relevance of interpretation.

5. Research Questions:

The research questions were divided into five sections:

1. Section 1: Student Information
2. Section 2: AI and English Learning
3. Section 3: AI and Literature (Prose and Poetry)
4. Section 4: AI and Communication Skills

5. Section 5: Student Opinion**Research Methodology:**

Online Survey

Population of the Study

Students who are teenagers were selected randomly. The google form was shared and these students are from classes IX to XII.

Delimitation of the Study

1. Class, medium of study, name of different AI Tools etc. of the respondents

Data Collection Tools

1. Online survey using Google form,

Analysis and Findings

The analysis of collected data signifies that the maximum number of students are using AI as an effective learning aid. High percentage scores were recorded for statements related to the use of Chat GPT, vocabulary development, grammatical improvement, and understanding of literary texts. The collected data indicates that AI-generated explanations and summaries helped them comprehend stories and poems more easily. Moreover, AI was found to immensely influence writing skills and boost morale in communication. However, the respondents emphasized that the role of the teacher will still remain crucial for the students. The necessity of the teacher guidance is equally important and the use of AI should be limited.

FINDING AND ANALYSIS OF QUANTITATIVE DATA**Scale used for most of the questions is:**

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Section 1: Student Information

In the first analysis of section 1 of Google form the personal information of students was collected. Additionally, they were asked about the medium of their language. Furthermore, they were asked whether students have used the AI tools earlier or which AI tool they have used the most. The following questions were asked:

Q1: Your Class

Q 2: Medium of Study

Q3. Have you ever used AI tools to learn English?

Q 4: Which AI tools you have used?

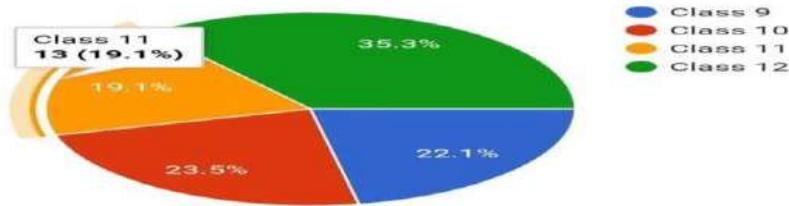
Interpretation:

The data collected through Google Form clearly illustrates that majority of students find AI the most supportive tool in learning of language. Firstly, maximum number of students has English as their medium of study. Still in learning second language they sometimes face difficulties and everywhere the teacher is not available. Therefore, the use of AI tools like Chat GPT helped them a lot in enhancing the skills of language. Out of 69 respondents only eleven students that is 16.2 percent have not used AI tools yet. It clearly depicts that AI is a new normal for Gen Alpha as well. Even OGs have started using AI tools in their lives. However, Chat GPT is one of the most frequently used AI tools among Perplexity, Google translator etc. Among all the responses majority of students agree that AI tools help them in their literature, communication skills and use of language.

Questions Responses 68 Settings

Q 1. Your Class

68 responses



Q2. Medium of Study

68 responses



Chart 1 Student Information and Medium of Study

Q3. Have you ever used AI tools to learn English?

68 responses

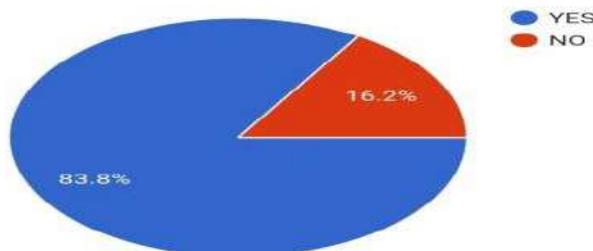


Chart 3 Have you ever used AI tools to learn English

Q 4: Which AI tools have you used?(You can choose more than one)

68 responses

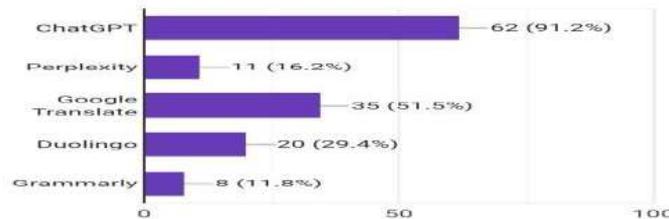


Chart 4 Which AI tools have you used

Section 2: AI and English Learning

In this section data was collected to know the role of AI in learning English language. The first question asked to the respondents was “AI helps me to learn new English words” The response of 68 students for section 2 is compiled in Table 1, given below:

Table 1: AI and English Learning

Sr. No	Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
5	AI helps me to learn new English words	0	3	5	35	25
6	AI helps me improve my grammar.	1	3	6	34	24
7	AI explains things in an easy way	2	1	6	24	35
8	AI makes learning English more interesting.	1	3	11	33	20
9	AI helps me understand English lessons better.	1	4	8	28	27

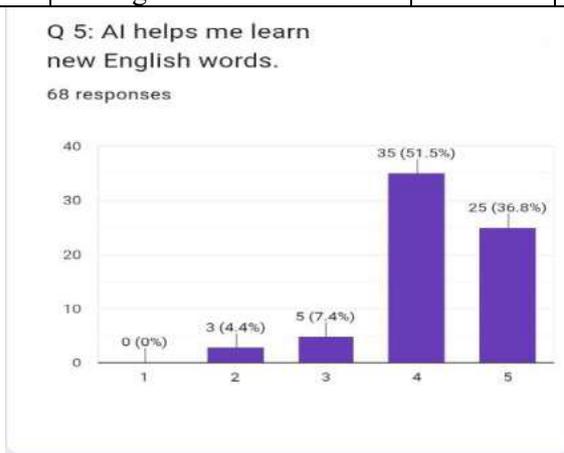


Chart 5

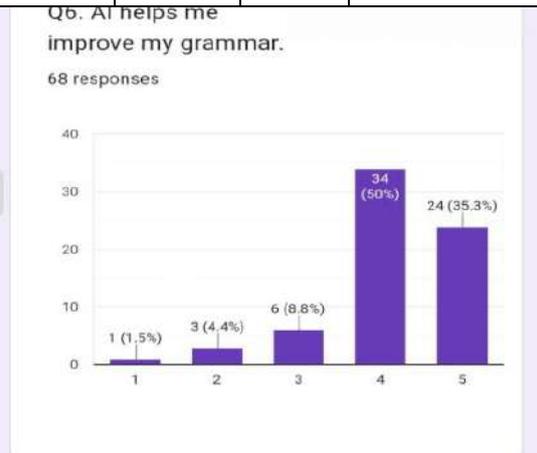


Chart 6

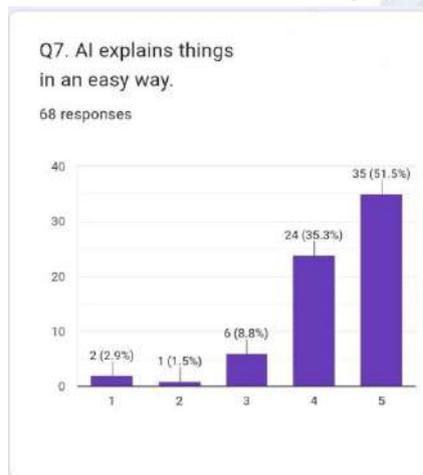


Chart 7



Chart 8

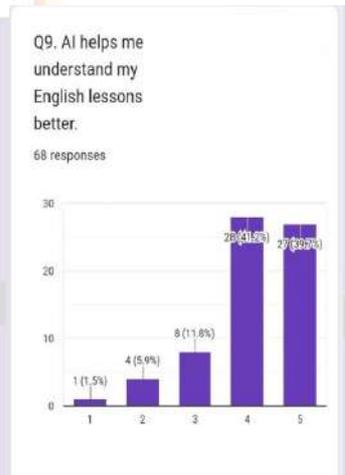


Chart 9

Interpretation: The analysis of participant responses revealed several key motivations for the use of Artificial intelligence in learning language. The most frequently cited reason was the ability of AI to explain things in an easy way with 51.5% (35) of respondents strongly agreed to it. This suggests a strong preference for using AI to make things easier. The second most common reason was the perception that AI helping students to learn new words noted by 36.8% (25) of participants strongly agreed and 51.5% (35) participants simply agreed to it happily. Additionally, 85.3% (58) of respondents indicated that usage of AI tools enhances their grammatical skills. Moreover, a large number of respondents are benefitted in understanding of English lessons better. Only 1.5% (1) of participants reported using AI tools does not make

much difference in sharpening their grammatical skills. These findings highlight that the use of AI tools impacting the students positively in learning language.

Section 3: AI and Literature

The table 2 given below clearly depicts that AI is key factor in understanding literature.

Table 2: AI and Literature

Sr. No	Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
10	AI helps me understand stories and poems.	1	3	13	32	19
11	AI helps me know the meaning difficult words.	1	1	1	20	45
12	AI helps me understand characters and themes	0	1	11	36	20
13	AI makes literature less difficult for me.	0	3	13	32	20

Q10. AI helps me understand stories and poems.

68 responses

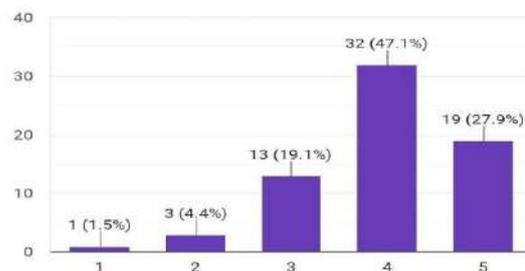


Chart 10

Q11. AI helps me know the meaning of difficult words.

68 responses

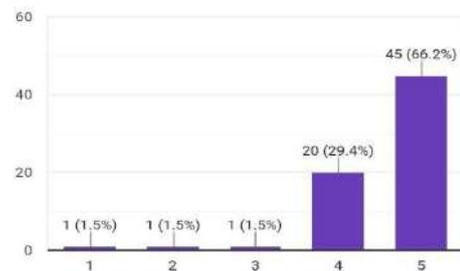


Chart 11

Q12. AI helps me understand characters and themes.

68 responses

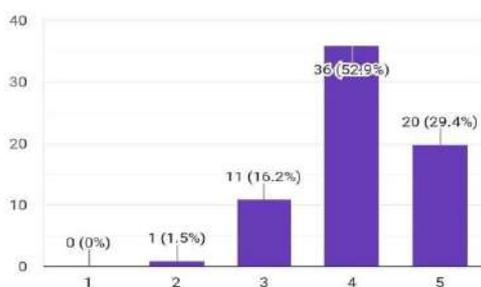


Chart 12

Q13. AI makes literature less difficult for me.

68 responses

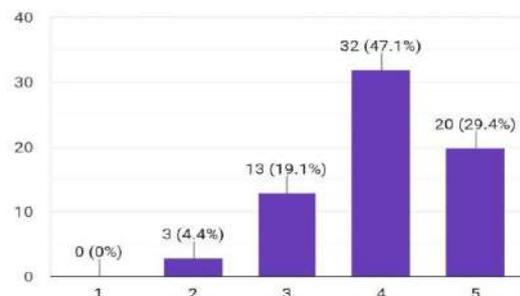


Chart 13

Interpretation: An analysis of the data in the Table clearly reveals that majority of respondents reported a high level of clarity in interpreting literature with the help of AI. Specifically, maximum number i.e. 66.2% and 29.4% (65) of participants indicated that they understand the

meaning of difficult words by using AI words that comes in literature. Additionally, a total 51 students are strongly agreed and agreed to the fact that AI helps them to understand the literature better. However, only 1 and 2 students are disagreed to the fact that there is no role of AI in the literature, character, theme. These findings suggest that, for most of the users, AI tools are effective for understanding literature, meaning of words, theme, and characters making it less difficult.

Section 4: AI and Communication Skills

This part remains crucial for analysis as communication skills are need of the day and AI tools are playing a pivotal role in enhancing their communication skills. The detailed analysis is given below in table 3:

Table 3: AI and Communication Skills

Sr. No	Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
14	AI helps me improve my English Writing.	5	10	7	26	20
15	AI helps me frame better sentences.	0	2	9	32	25
16	AI increases my confidence in speaking English.	4	2	13	28	17
17	AI helps me express my ideas clearly.	0	4	13	29	22

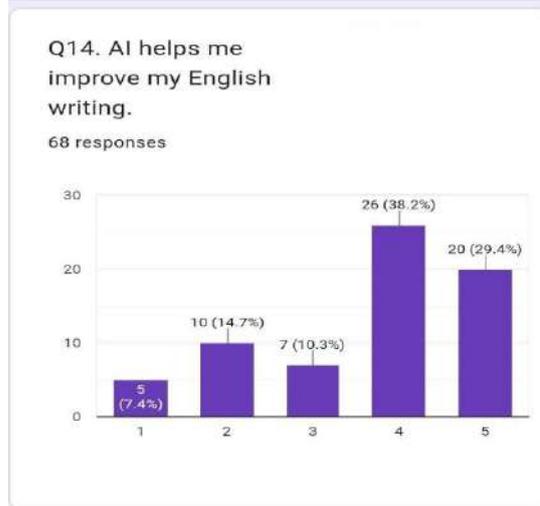


Chart 14

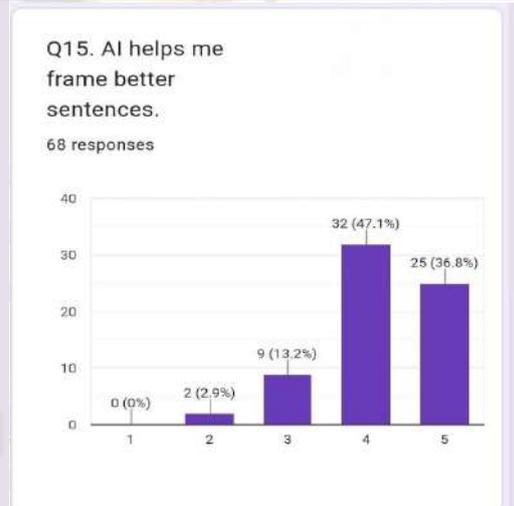


Chart 15

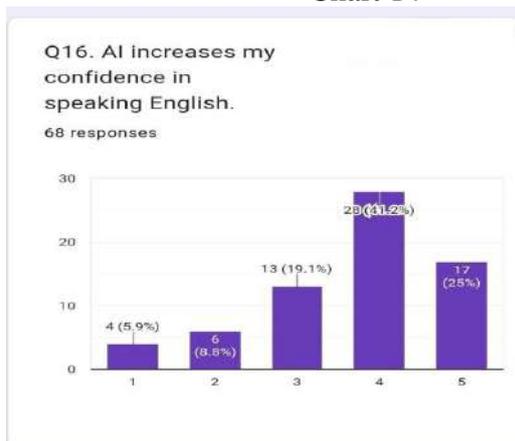


Chart 16

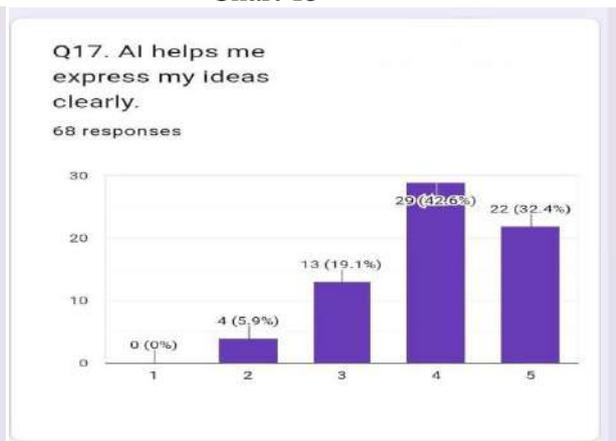


Chart 17

Interpretation: The table shows that AI significantly contributes to improving students' written and spoken communication skills, enhancing clarity, confidence, and expression. Firstly, majority of respondents (46) are agreed to the fact that AI is playing an important role in enhancing their writing skills. However, 10.3% (7) students are neutral in their opinion and 10 students are not agreed to it. Moving on to the next question that AI helps students to frame sentences better; the maximum number 57 students are completely getting benefit in framing difficult sentences in English. Not only this use of AI tools help students to boost their morale (45) and express ideas clearly in communication skills. Very few participants indicate that AI is not helping in enhancing their communication skills. Thus, the finding clearly states that AI plays a major role in improving the communication skills of the students.

Section 5: Student Opinion

In this section students were asked the most crucial question whether the role of teacher will remain the same or AI will replace the teachers even. The responses are mentioned below in table 4:

Table 5: Section 5: Student Opinion

Sr. No	Question	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
18	I enjoy using AI for learning English.	1	5	11	29	22
19	AI should be used in English classes.	3	0	14	21	30
20	Teachers are still important even when we use AI	4	0	2	5	57

Q18. I enjoy using AI for learning English.

68 responses

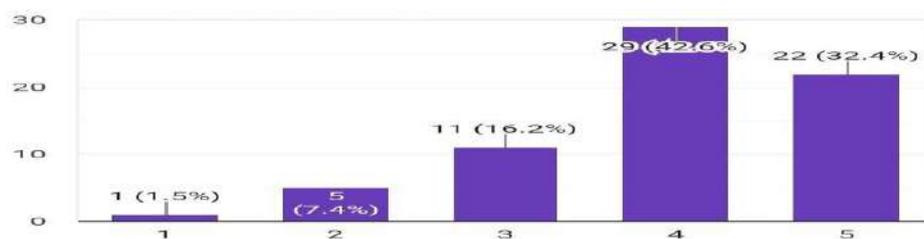


Chart 18

Q19. AI should be used in English classes.

68 responses

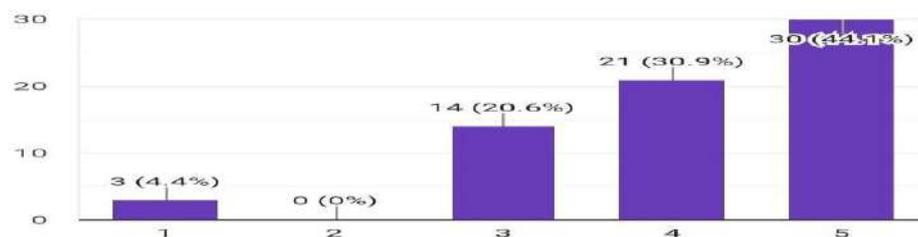


Chart 19

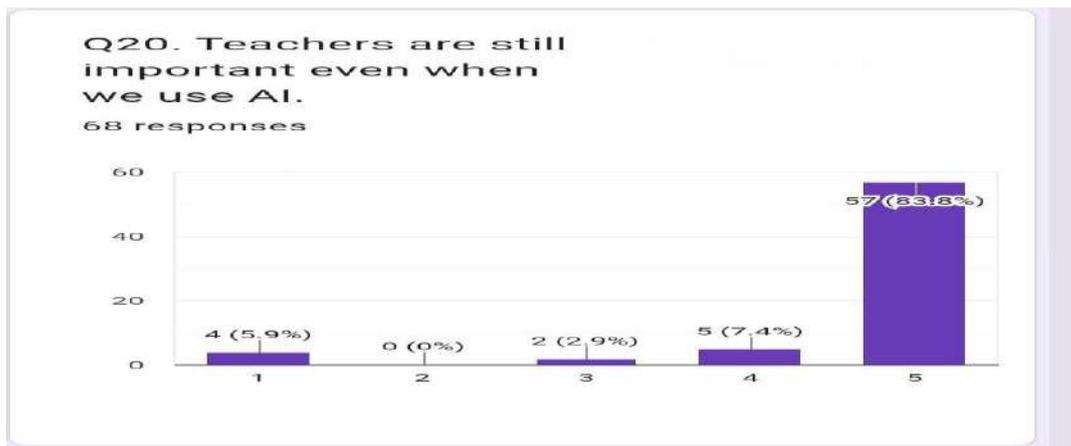


Chart 20

Interpretation: The table indicates that students showed a high level of agreement regarding the positive role of AI in language learning, literature comprehension, and communication skills. The overall score reflect favourable student perception towards AI-assisted learning. Although, the maximum no. of respondents 83.8% (57) are strongly agreed to the fact that teachers are still important and their role will always remain crucial for students. Moreover, 44.1% (30) students want AI should be used in English classes. Majorly students cited that they enjoy using AI for learning English. Overall, the role of AI is important but teachers will always remain important.

Conclusion:

In conclusion, AI is playing a pivotal role in helping students learn language, literature, and communication skills. It serves as a guiding light, offering instant support, personalized feedback, and access to vast knowledge. However, the role of the teacher remains irreplaceable, as emotional connection, empathy, and human understanding are essential for meaningful learning. While AI enhances clarity and provides additional practice, it cannot replicate the inspiration and values imparted by a teacher. Therefore, AI should be embraced as a powerful supportive tool that complements classroom teaching and enriches students' overall learning experience.

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