

Human Elements in Pedagogical Assistants That Aid in ELT & Learning: An Offline Study

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Abstract

Technological development is advancing over time with the additions of innovations to its account such as yesterday's apps and today's ChatGPT. During the pandemic, the world's education system turned to an online mode of teaching for a couple of years starting in 2020. By that time, AI had already invested its efforts in introducing pedagogical assistants (PAs) and controlled agents (CAs) for teaching and feedback through multimedia learning. There are multiple attributable studies about human-comparable on-screen agents support teaching and improving learning performance due to their humanistic characteristics like bodily moments, spoken narration, emotional expression, gestures, etc., notwithstanding that, AI provided pedagogical agents with an exuberant quality of surveilling students during classes. While teaching, language teachers typically use emotionality in the classrooms to motivate, encourage, and provide feedback. Thus, the current study aims to compare and investigate the emotional elements of pedagogical agents that stimulate the learning process and to what extent their emotionality is helpful in EFL/ESL learning. Moreover, the present study efforts to cover the classification of emotionality and its contextual appearance in teaching English classes. In a nutshell, the study compares the pedagogical agents with human teachers and emphasizes the inevitability of features that future teachers acquire thereby using library research to alarm the need because it's not archaic for language teachers to shape themselves for the future on par with the innovations of technology.

Keywords: EFL/ESL, emotionality, instruction and feedback, language learning, pedagogical agents