AI-Powered Personalized Teacher Training for Enhancing Language Teaching Competence

Authors : Ororho Maureen Ekpelezie

Abstract : This study investigates language educators' perceptions and experiences regarding AI-driven personalized teacher training modules in Awka South, Anambra State, Nigeria. Utilizing a stratified random sampling technique, 25 schools across various educational levels were selected to ensure a representative sample. A total of 1000 questionnaires were distributed among language teachers in these schools, focusing on assessing their perceptions and experiences related to AI-driven personalized teacher training. With an impressive response rate of 99.1%, the study garnered valuable insights into language teachers' attitudes towards AI-driven personalized teacher training and its effectiveness in enhancing language teaching competence. The quantitative analysis revealed predominantly positive perceptions towards AI-driven personalized training modules, indicating their efficacy in addressing individual learning needs. However, challenges were identified in the long-term retention and transfer of AI-enhanced skills, underscoring the necessity for further refinement of personalized training approaches. Recommendations stemming from these findings emphasize the need for continued refinement of training methodologies and the development of tailored professional development programs to alleviate educators' concerns. Overall, this research enriches discussions on the integration of AI technology in teacher training and professional development, with the aim of bolstering language teaching competence and effectiveness in educational settings.