


Charting the Future of Education in Algeria: The Changing Roles of the Teachers of English in an Artificial Intelligence-Assisted Education at University Landscape

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Abstract

The current paper discusses the nascent change of paradigm in the field of teaching English as a Foreign Language (EFL) at the Algerian university level. The integration of artificial intelligence AI-powered tools in the language teaching field underpins the compelling pedagogical revolution aimed at rejuvenating the English language teaching and learning environment. The focus of this investigation is on the Algerian linguistic and educational context where English is perceived as a foreign language. This paper endeavors to examine the innovative pedagogical affiliations introduced by the digital tools and software adopted by Algerian university EFL teachers to enhance and systematize their professional specializations. It seeks to explore how these technological resources contribute to reshaping teaching practices, facilitating instructional delivery, and supporting both teachers' professional development and students' language acquisition. Furthermore, the study aims to review and synthesize the related literature in order to situate these practices within broader theoretical and empirical frameworks, highlighting current trends, challenges, and opportunities in technology-integrated EFL instruction. It delves into the dynamic realm where Artificial Intelligence (AI) intersects with the English Language teaching and learning. The objective of the present paper is to look into how artificial intelligence (AI) can be used to improve the learning and teaching process and to explore the functions of the EFL teachers' growing participatory setup in the era of implementation. It consists also of an exploration of varied teaching and cooperation scenarios in the context, highlighting the interactive collaborative educational new roles that are undertaken by the EFL teachers in this renewed setting.

Keywords; Education; Artificial Intelligence; Algerian University; English Language; teachers' roles.

Introduction

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In the last two decades, the world witnessed significant technological changes in the field of language teaching. Information and Communication Technology (ICT) has not only enhanced education but completely revolutionized the ways in which students engage with the learning process. It has been the unseen villain behind a lot of education debates, and a powerful one at enshrining institutional inertia (Holmes, Wayne & Bialik, Maya & Fadel, Charles. (2019). Teaching English at the university is passing through a pivotal moment during this new Normal. As knowledge evolves, the traditional roles of EFL teachers, such as teaching, researching, and providing practical experience, are being given new definitions. As an organic whole of various AI techniques, artificial intelligence can play a role in most research areas, not to substitute teachers, but to complete tasks that teachers cannot do well, or at its best, to help teachers better understand the cognitive abilities of students in learning.

The traditional roles of both teachers and students are undergoing a transformation, especially in the context of English language teaching, which is becoming increasingly infused with technology and as AI powered tools are gaining popularity among teachers and students (Li & Flowerdew, 2020) it would be naive to think that AI will not have an impact on education, on the contrary, the possibilities of use are profound and overhyped as well.

Students and teachers of English are both in an urgent need to learn to adapt to the challenges posed by the exponential development of Artificial Intelligence. To effectively keep pace with the rapid advancements in globalization, Algerian higher education must navigate these changes strategically. However, it is important to note that the current decision support system in universities is not theoretically feasible when compared with the leverage offered by AI technology that is influencing all aspects of human activities, including education. The integration of modern technological tools in pedagogical methods is essential for creating a more dynamic and effective learning environment, (Freeman, 2020). This paper aims to highlight the rationale behind the Artificial Intelligence Assisted Education (henceforth AIAE) approach as an instructional model and presents examples from an accessible enterprise chatbot to demonstrate the positive impact of AI in fostering a seamless, large-scale, and immersive learning environment for undergraduate students at the university level.

The Background of Artificial Intelligence in Education

The concept of Artificial intelligence (henceforth AI) is gradually making its way into the education field. AI refers to the capability of computer systems to simulate human cognitive functions (Mudawy, 2024). These systems are designed to execute tasks traditionally dependent on human intelligence, such as learning, reasoning, problem-solving, perception, and understanding language. AI technologies possess the ability to process vast amounts of data, identify patterns, generate predictions, and modify their actions in response to new data, frequently exceeding human performance in specialized areas. Initially, it was known as AI literacy which refers to the ability to understand, use, monitor, and critically reflect on AI applications without necessarily being able to develop AI models themselves (Long and Magerko, 2020). With its ability to automate administrative processes, provide timely feedback, and customize teaching strategies to each student's needs, AI has the potential to completely transform education. Additionally, it can help with assessment and grading, freeing up teachers to concentrate on creating curricula and offering excellent teaching (Edtech, 2020). Regarding how AI will affect teaching and learning in higher education, it is clear that the two primary areas where AI will have the significant effects on higher education are enrollment and curriculum (Taneri, 2020). For example, according to (Ma and Siau, 2018), AI will accelerate curriculum and registration accuracy and reliability.

Furthermore, human sciences and foreign language degrees will gain popularity since they are less susceptible to the field of artificial intelligence than other academic fields like accounting and finance, claim Ma and Siau (2018). Moreover, the application of the various learning theories within AI education is selective, especially when we take the ecological validity of real classroom settings into account (Poquet and DeLaat,2021). It is only in a limited number of circumstances that behaviors in real educational settings can actually be described by theories based on learning laws. AI, in many cases, is not addressing the type of teaching and learning that fundamentally forms the fabric of our learning system. This may be due to the fact that AI in the educational sector is applied to creating new opportunities rather than complementing existing practices (Williamson and Eynon, 2020)

Artificial Intelligence is being incorporated into language education with the aim of acting as educational allies that guide, counsel, and empower learners through intelligent feedback and recommendations(Taneri, 2020). This shift highlights an increasing necessity to reevaluate the function of human educators, anticipate supplementary roles that may emerge, and redefine the competencies required of teachers to optimize the efficiency of the contemporary AI-enhanced educational framework. This consideration is particularly crucial in higher education, where many language teachers may lack formal teaching qualifications and expertise. Data derived from field experiments can offer valuable insights regarding the practical application of online foreign language learning platforms, thereby facilitating an evaluation of their effectiveness in English language instruction and acquisition (Kim, 2024).

Moreover, as the university level is the last critical stage for nurturing EFL students to become future professionals, the teaching of the English language in a higher education institution has encountered several waves of curricular adaptation to meet the educational reform efforts for training the necessary human capital demanded by the government and the economy of the era (Lahmar2024)

The English teachers can appreciate the true value of teaching, manage varied levels of psychological and behavioral expectations, take crucial responsibilities, and offer accounts of teaching, learning, and performance equipment attained through years of experience in schools. AI can further enable providing individual customized learning for students thus facilitating the learning needs (Kim, 2024). Educators can deliver the learning content to the students using AI-based technologies such as cloud computing to students in a format and form suitable for various student needs, AI can also provide an opportunity for students to interact with Chatbots thus enhancing their learning and clearing any confusions resulting in facilitating independent learning (Chen et al., 2020).

In traditional education, the Teacher-student relationships are the hallmark of this process, the classroom is an idyllic place for teaching and learning. In distance education, as class sizes get larger, students are more likely to interact alone with the spectral professor and their individual peers. The conventional textbook and reference materials must give way to digital media technologies and emerging novel intelligent learning systems. Students express frustrations in growing numbers at the world of academia and the nationalization of their educational experiences because of the top-down knowledge transference paradigm that is reminiscent of a new colonialism. They increasingly demand more linkages between what they are studying and the world of their experiential everyday lives in order to become lifelong learners (Chen et al., 2020).

The Traditional roles of the Teachers of English

Over the years, English teachers have been expected to fulfill a mixture of curricular, pedagogical, and managerial roles. Among a multitude of responsibilities, transmitting the

knowledge of English is considered the primary role of English teachers; this encompasses grammatical structure, vocabulary, and mechanics of the language (Ly, 2024). In this traditional paradigm, the instructor has to provide guidance in sharpening reading, writing, and oral communication skills of the students. English teachers have been assigned roles beyond content and pedagogy, in that they need to also facilitate a classroom environment wherein learners proactively demonstrate what they have gained from the teacher. Some educators have also mentioned interpersonal relationships within the multifaceted teacher boundaries (Kim, 2024). A teacher is also expected to foster self-discipline, cooperation, and understanding in their students. These traditional roles indicate characteristics such as a transaction, receptacle of information, concept of theory and practice, concept of learning, instruction, and transmission of knowledge, instructional guidance, values, and attitudes. There is no doubt that all the roles mentioned above are crucial for teachers today and in the future.

Additionally, the traditional roles of English teachers carry a dominant focus on oral, reading, and writing skills, including an English teacher's normative knowledge, socialization role, and care. Meanwhile, focusing on English knowledge and using it correctly is the competitive criterion for language learners and also an important objective standard for examining teaching and success. Traditional teaching also emphasizes the cultivation of English teachers' comprehensive abilities, including competence, professional skills, and quality. Teachers should constantly improve their professional and research capabilities to enhance teaching performance and provide high-quality English instruction for students, (Freeman, 2020). English teachers need to regularly think about how to improve teaching and innovate intelligently in their daily work.

The traditional model of English teaching is often criticized for various reasons. In this approach, learners are not used as subjects in any way. They are passively forced to receive all the bits and pieces of the message that teachers want to transmit. There is no responsibility given to the students to find out what they would like to study, what they need, and how to benefit from the subject (Mellul, 2018). This passive familiarity with the language is one main reason for many problems in second language education. When classes and curricula become standardized, they tend to regard students as machines. As a result, classrooms and assessment technologies end up exploiting disproportionate amounts of time and energy, focusing on a single ability – rote memorization – and snuffing out those that really matter in the 21st century, like creativity and critical thinking (Mellul, 2018). The diversity of students' levels and background knowledge, along with their different learning styles and histories, poses another problem in classrooms where a teacher leans towards the implementation of a single strategy for all the students.

With technology being introduced in the classrooms, another problem is aroused especially when the teacher does not upgrade himself accordingly. Some of the teachers rely on their established teaching practices because they are afraid to risk what has always worked. Although they basically know that there is no change without a little risk, they still procrastinate and finally refuse to be involved in the training programs. Another issue in the traditional teaching approach is that it is not compatible with the new demands of society, such as holistic, learner-centered, and democratic approaches (Li & Flowerdew, 2020). Many argue that individuals must be adequately prepared for the demands of the 21st-century workforce., the priority of the traditional English teacher should be to unlock the potential of learners and introduce them to self-critical learning practices that train them for a world that is constantly changing. A complete makeover and readdressing are required by way of understanding the central expectations of society from teaching, which will help a lot in improvisation (Chen et al., 2020).

While AI excels at handling language and academic integrity concerns, the human mind must frequently intervene at the semantic, pragmatic, and cognitive levels to provide the finishing

touch (Elstad, 2024). However, by addressing multiple learning styles, including autonomous learning, visual learning, e-learning, audio-visual learning, and deep learning, AI eases and encourages both learner and teacher. It also provides a variety of learners with links about the subjects required by the subject matter. AI also makes it possible for the teacher to choose and implement the taxonomy of learning methods that the student requires and indicates the areas that need to be improved (Elstad, 2024).

The Benefits of the Integration of Artificial Intelligence in English Education

The singleton approach to AI in language education is over because with recent advances in AI, such as its diverse and standardized natural language processing algorithms, cloud services, and application programming interfaces, AI deploys an artificial intelligence assisted education approach efficiently and affordably. Educationally, effective AI models using big data and neural networks are effectively used by developers in employing English AI-assisted platforms for a larger population of students and teachers. Receipts of AI investment growth at the K-12 level also indirectly benefit higher education by fermenting and acclimatizing students to develop English learning habits before they reach the university. Alami(2021).Triggered by commercial and investment interests, the business world is in pursuit of diverse artificial intelligence or deep-learning models related to topics such as robot teachers, voice assistants, chatbots, and machine learning developed for flipping the class in a 'smart' chatroom. English educators still doubt the value of such AI in English education, which is misunderstood as a product and not a constructive method (EdTech, 2020).

The core secret behind why (AI) can perform a majority of these tasks well is its ability to churn through tons of data quickly. (Chen & Xie, 2021) summarize the potential benefits of (AI) in English language education as follows; it ensures a personalized or individualized Learning as (AI) can adapt to varied learner needs by offering customized feedback based on the strengths and weaknesses of learner. They add that; by providing dynamic and captivating learning experiences, interactive (AI) tools, like chatbots and speech recognition software, can boost learner motivation. Besides, the real-time feedback as (AI) tools provide learners feedback instantly, allowing them to see mistakes and advance their abilities more quickly.

The field of (AI) research drew a lot of its early motivation from those tasks, and the progress so far has been significant. (AI) is becoming sustainable, and the potential of the technology is already apparent. Research in (AI) and education is a global phenomenon (Miao & Holmes, 2023). Additionally, (AI) is equipped with natural language processing enhances English teaching and learning. Most importantly, it enhances speaking and writing abilities in learner-centered environments. AI is helpful not only for practicing and evaluating purposeful learning but also for demand-driven lifelong learning. The ability of students to express their ideas in English can improve through conversation and feedback with conversational artificial intelligence. The fundamental challenge of continuing to operate under subsets of different languages will be resolved through the development of language-neutral AI. (AI) can provide users with instant corrections based on language-specific parameters. The level of the language used by the learner can be detected, and peer-formal language correction can be generated. Teachers can use (AI) to provide both for the expansion of the target language and for the creation of assessment exercises. They can utilize (AI) to experiment with educational assessment rubrics that balance offering creative freedom for students with the need for summative assessment. The use of educational (AI) represents an advancement for the majority in diversified constructs. Effective models can simulate parent-child interactions and suggest predominantly used sentences. Advanced models can help interpret foreign contexts based on

linguistic constructions unique to the community, and interpretation is useful in real-time (EdTech, 2020)..

Challenges and Concerns in AIAE for English Teachers

AIAE has created possibilities for an innovative, convenient, flexible, appealing, facilitated English teaching environment where the lecture preparation burden has been significantly reduced and where human-robot teaching collaboration and artificial intelligence assistance are increasingly popular. However, AI is neither perfect nor all-powerful and may not be able to satisfy all the teaching requirements of English teachers. The continuous and significant development of AI will cause severe challenges for English teachers to adapt to the changing educational employment market (EdTech, 2020). To address the limitations of AI technologies and other concerns arising from the introduction of these technologies, this research aims to provide an examination of the potential roles for English teachers to play in AIAE from interactional, humanistic, and cognitive process perspectives, and it aims to equip English teachers with the strategies necessary to assist learners in developing their English proficiency and intercultural communication competence in a more efficient manner.

From a practical perspective, English teachers can guide learners in the process of setting English language learning goals, establish explicit, clear, personalized road maps for learners to help them effectively achieve the learning objectives, design orientation simulations as well as language tasks according to learners' interests, learning styles, intellectual levels, and cultural backgrounds, and implement a flipped classroom, inquiry-based learning, critical thinking, and media pedagogy in which they assist learners in discovering more effective techniques to improve their English language competence (EdTech, 2020). Moreover, English teachers in an optimal AIAE model will free themselves from low-level work and problem-solving and be more focused on high-level expertise and course quality control. When serving advanced English programs, English teachers are encouraged to store English language big data in order to enable more accurate big data analysis. Based on the vision presented, English teachers will play increasingly important roles in AIAE and understand more in depth the application of AI in the field of English education.

Adapting Pedagogical Approaches for AIAE in English Teaching

The ubiquitous use of technology-mediated adult learning experiences, coupled with the need to establish ethical practices for data collection and utilization to inform learning, highlights the importance of incorporating these emerging realities into lifelong learning (LLL) frameworks. The integration of (AI) within these technologies has the potential to transform the interaction between human and machine intelligence, thereby influencing the future of learning. The primary duty of the teacher is to investigate, create, elaborate, and, if possible, scale processes by which learning occurs through learners' interactions with each other, with learning materials, and with the teacher. In the context of a class taught by a teacher employing a pedagogical approach reflective of these processes, in which learners have opportunities to organize and manipulate knowledge and information and externalize their thoughts, those learners who are readily able to extract information and organize knowledge are able to take away the messages that a teacher who remains Socratic can provide. Those applied, though possibly modified, messages and procedures useful in the manipulation of information and knowledge could be captured by technologies and resources and provided to students for an adaptive use (Poquet & De Laat, 2021).

A revolutionary change in teaching and learning methods is represented by the introduction of Generative Artificial Intelligence (AI) into the classroom. To fully benefit from the potential

advantages of AI in the classroom, educational institutions, instructors, and policymakers must adjust to these shifts as AI technologies continue to advance. This calls for curriculum revision, professional development for teachers, thorough evaluation of pedagogical approaches, and initiatives to provide fair access to (AI) resources. The following section outlines key areas of focus on to effectively adapt (AI) resources into education and address the challenges and opportunities it presents (EdTech, 2020). Firstly, instructional adaptation needs to be reconsidered as teachers are required to modify their teaching approaches to fully capitalize on the transformative potential of Generative AI in education. Other critical components for enhancing may include learning outcomes and experiences, adopting student-focused pedagogies, encouraging collaborative learning environments, and integrating AI-based tools and resources into the curriculum.

Moreover; the course structure also needs revision because it is necessary to revise curricula to ensure alignment with the objectives, values, and principles of AI integration in education. Promoting responsible use of AI technology, including AI literacy, computational thinking, and ethical issues into AI education equips the students for a future molded by AI and make them ready to adapt to various fields where technology is included. As for the teacher development; to provide teachers the information, abilities, and self-assurance they need to include generative (AI) into their lesson plans, so it is imperative to put in place extensive professional development programs. To effectively use AI-powered educational tools, teachers need an ongoing support, training, and collaboration opportunities. Along with that ant to ensure that all students can profit from the integration of AI in education, it is crucial to bridge the digital divide and provide equal access to AI-powered learning resources, (EdTech, 2020).

On top of that, to enhance student engagement and interaction in AIAE, English teachers should first be well-prepared to be user-friendly whenever needed. They should then make the most use of the empowering and personalized learning opportunities in light of the proven learning gains shown in research reports. Therefore, AIAE helps them gain more opportunities to interact with their peers facing 21st-century challenges (Freeman, 2020).

With AIAE, the new role of an English teacher is to support autonomous student learning. This requires rethinking how to regularly provide invaluable added value, such as maximizing interactions between students, developing active learning strategies, and monitoring student progress. Beyond feedback, English teachers will become more facilitative. English teachers should not directly deliver grammar lectures through digital channels, even if students may press their mobile apps to play the teacher's grammar lecture. Instead, if really necessary, the English teacher should use the synchronous feedback conference tool to encourage whole-class and peer feedback on analytic learning exercises (Freeman, 2020). To facilitate knowledge construction, for certain forum discussions, teachers should post starter questions. They can transform passive lecture discussions into interactive and constructive knowledge building. When appropriate, students should initiate, analyze, synthesize, or interpret instead of passively clicking to start interpreting. Through constructive feedback, the teacher serves as a discussion moderator. Based on the collected data, they also hypothesize (Chen & Xie, 2021).

Incorporating generative AI into educational practices has significant promise for enhancing the learning outcomes and preparing students for the future. In this case, institutions may provide a dynamic and inclusive learning environment by revising teaching strategies, sponsoring teacher professional development, updating curriculum, and guaranteeing equal access to technology (Freeman, 2020). These calculated steps will maximize the application of AI in education and guarantee that every student, irrespective of background, can take advantage of the opportunities AI presents to influence their education.

For English teachers and students, technology can be used to make online discussion boards, one of the most popular online learning tools, much more interactive. It's really not enough just to 'talk' with a group of other learners in a chat forum or to 'read' an old team discussion in an archived board. The tools and platforms that we should be using need to be both visually and aurally interactive. Each interactive tool and platform will also be written up in its own section (Chen & Xie, 2021).

English teachers in technology-enhanced learning environments have been able to develop various interactive tools, like custom-designed and/or preferred tools including movies, quiz and test software, a developed digital television package with pre-recorded or real-time TV programs, an educasting portfolio, digital tools, or e-assessment systems. Any tool or platform can be 'directed' towards either or both synchronous or asynchronous learning. These can also facilitate participation with foreign group members or tutors who may or may not be articulate, who may or may not be present in educational real-time at the same time as the other members. In an attempt to make the deeply sub cognitive conceptualization of processing deeper and more explicit, one strand has been unpeeled and called this system of cognitive processing 'reality' and 'enactment' (Chen & Xie, 2021).

Evaluating Student Performance and Providing Feedback with AI Assistance

The global environment of education in the 2020's is complicated, with many opportunities and problems. Tight resources, the introduction of new teaching tools, and an increase in administrative responsibilities are all putting more strain on teachers. Teachers' time is heavily consumed by ongoing student assessments at all educational levels, which adds to the stressful nature of the workplace. Advanced digitalization and generative AI platforms, such as Claude, Cohere, Gemini, GPT, etc., provide education both chances and problems in order to deal with this scenario. A strategic strategy is necessary to maximize the advantages of modern technologies while guaranteeing data security, privacy protection, and moral and just practices. Collaboration between administrators, managers, students, and instructors is necessary for the successful incorporation of generative AI in assessment (Taneri, 2020).

The answers given to students by AI may have greater consistency and reproducibility than those given by teachers. In the future, teachers may turn into qualification evaluators of student performance, with the AI providing direct feedback. Pre-learning should be an adaptation of the existing teaching and learning activities into a supplementary teaching and support role for the corresponding chapters, reflecting the official university curricula. In this framework, our future role is guiding the students to work on the new learning materials and to encourage living in hybrid digital and physical media and contexts with the aim of maintaining the sustainable nature of students and the digital society (Chen & Xie, 2021). The reform of teacher education should aim to limit the side effects of excessive assistance by AI when providing just-in-time learning at the direct digital learning level.

Language teachers observed that if there is reinforcing and/or supportive AI assistance during implementation, it should make considerable supplementary and simple changes to their traditional courseware and teaching style. They may always allow the AI to attempt to evaluate the student's performance and provide feedback first (Chen & Xie, 2021). In either case, where the main task of pre-learning is introducing the textbook content before class, the pre-learning materials can be integrated effectively and flipped. Furthermore, the students would have the flexibility and freedom to discover, learn, and self-innovate concepts, contribute with human intuition and emotional intelligence, and provide diversified in-class responses.

Professional Development for Teachers of English in AIAE

Despite the ever-rising demand for English teachers who are able to merge with AI, little research has been conducted to examine the development of English teachers in this regard at the level of the Algerian university. This poses a critical need to investigate how English teachers can be professionally developed to fulfill the new roles AI will bring into their profession. There are some possibilities for professional development for English teachers in AI-assisted education at the university level. First, the engagement of in-service teachers in AI research programs is believed to be a good way for them to gain a deeper understanding of AI and to provide information that will help develop better AI-based educational tools. Additionally, the programs can foster collaboration between researchers and practitioners, such as English teachers, in the design, development, and implementation of AI-based tools(Liu & Zhang, 2020).

Moreover, English teacher educators or other related professionals and experts may design innovative courses or workshops that can help motivate tertiary students in English teacher preparation programs to promote their critical understanding of AI and to stimulate their inventive ways of transforming university teaching to adapt their future teachers to AI(Liu & Zhang, 2020). The history and development of AI, old and new AI-assisted tools for language learning, strengths and weaknesses of these AI-based tools, the intervention of English teachers, reflection on the role of AI in the teaching profession, exploitation of AI in other teaching contexts such as testing, and management—all of these could be included in these kinds of courses or workshops.

Training on AI Tools and Platforms

One of the expected responsibilities of university English teachers in the AIAE period is to use various AI tools and platforms in the teaching and instruction of various courses and subjects in English and in students' educational life, such as training AI-based teaching, AI-assisted learning, AI-based assessment or evaluation, etc. The participation the teaching staff in the implementation of AIAE is usually higher and challenging. They have to use AI tools and platforms to create an informed learning environment. In order to empower English language teachers and facilitate the efficient use of AI-driven technologies in the classroom, Ding (2024) supports focused, continuous training programs that address both the technical and pedagogical elements of AI.

Therefore, universities have to develop and conduct training courses to teach AL and non-AL teaching staff or hire external contractors to help them prepare on how to create an AI-informed education system that ensures students will acquire the required lifelong learning skills. With lifelong learning and encouragement to continue climbing the lifelong learning staircase of success, the future community has to be better equipped to enable lifelong learning.

However, due to the speed of platform development, massive scale, and the role of Big Data in fueling and building the platforms, as well as the variety of system-specific training, English teachers may encounter difficulties in choosing and using an AI tool or platform. Programs that are supportive and easy to learn while adaptable to any system may be helpful. Short, meaningful, and practical hands-on, case or project-based training courses or workshops to learn the skills required for successful teaching and learning are encouraged so that students can increase and make effective use of them in different courses and various educational activities sooner(Holmes & Miao, 2023). Effective learning platforms that have easy access, user-friendliness, are free to use, and offer flexibility will make English teachers feel comfortable, easy, and more useful in implementing learning-related activities such as teaching, learning, assessment, etc.

Conclusion

Where is AIAE for English teaching heading? Predictions are always tricky. Studies will facilitate dynamic real-time English language learning, and there will be an increase in innovative assignments and epistemic games, among other creative formats and educational institutions. Then, over time, these educational centers and their experience generate, validate, improve, create, and utilize proprietary course materials, unique course management practices, and their educational programs. In the mid-term, in tandem with evolution in a wide range of other applications and disciplines, these systems may cease to rely on the commonly available huge volumes of processed data and sophisticated AIAE to function. Instead, they will generate unique content, data, input, feedback stimuli, and analysis without reliance on preexisting workflows and other existing industrial and commercial information systems. This article has explored the new roles of English teachers in an AI-assisted education environment at the university level. It is clear that we are living in an era of rapid advancements in AI, and with the emergence of complex innovation, learning models have also become increasingly diversified. English teachers should become facilitators working within a well-designed learning system by reorienting their roles to focus on developing students' academic, employment, and soft skills. These soft skills will allow for, among other things, better critical thinking and collaboration to ensure a more vibrant workforce and to increase productivity. AIAE is a powerful context; the goals of efficient and effective education will not be achievable without it. A digital-driven and AIAE-coupled English curriculum taught by competent teachers can drive this continuous win-win situation. Overall, English teachers will move into roles as modellers, curators, assessors, tool designers, facilitators, and mentors while being supported by AI with a new wave of learning executive functions. The AIAE paradigm shift model provides an effective guide for the integration of AI in the teaching of writing, reading, listening, and speaking.

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