


Chapter 3


The Role of Teachers in an AI-Driven Language Learning Environment

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ABSTRACT

This chapter explores the evolving role of teachers in an AI-driven language learning environment. With the rapid advancement of AI, traditional methods of language education are undergoing significant transformation. AI tools offer personalized learning experiences, real-time feedback, and adaptive assessments, enhancing the efficiency and accessibility of language instruction. However, the role of the teacher

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remains essential in guiding, supporting, and interpreting AI-generated data to ensure a holistic and human-centered learning experience. This chapter discusses the shifting roles of teachers as facilitators, mentors, and ethical leaders in an AI-enhanced classroom. It emphasizes the need for teachers to develop AI literacy, adapt pedagogical strategies, and foster emotional connections with students. The integration of AI in education also raises ethical considerations related to equity, privacy, and bias. Ultimately, the future of language education lies in the synergy between AI tools and human expertise, ensuring effective and inclusive language learning.

1. INTRODUCTION

Use of AI in education has significantly transformed how both knowledge is passed on and acquired through language learning. Technologies, for instance, are machine learning, natural language processing, and adaptive learning systems. It has enabled powerful tools, allowing for more personal and adaptive instructions of languages, with automatic feedbacks and continuing support during learning. This shift poses both opportunities and challenges for educators, especially in language teaching, where the dynamics of student engagement and individualized support are crucial. Teachers are now not only required to deliver content but also to meaningfully integrate AI tools into their pedagogical practices. While AI can make language learning more efficient and accessible (Guszcza et al., 2017), the role of the teacher is still crucial in guiding students, developing emotional intelligence, and ensuring that technology supports rather than replaces human interaction (Huang et al., 2020).

The role of the teacher is changing with the changing model of the traditional classroom. Teachers are not only distributors of information but also learning facilitators who, as a need of the task, are to collaborate with AI in designing personal and adaptive experiences for learning by learners. AI will be capable of adapting the learner's pace to respond instantly to any learner, but human teachers will bridge in to make the learners motivated, attentive, and cognitively and emotionally equipped for performance (Luckin et al., 2016). The landscape is shifting, but demand for teaching and learning knowledge-compassionate, responsive education is still forming the backbone of such learning. Hence, the following chapter will look keenly into the multiple roles a teacher can assume within the new environment of language learning AI: up to what point does AI aid a teacher, how it challenges it, and in what ways do they have synergies toward optimising outcomes.

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