

Challenge and Correspondence in English Teaching under the Artificial Intelligence Surrounding

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Abstract

In order to address the challenge brought by artificial intelligence in traditional English teaching, we analyze the major challenges and problems faced by English teaching in the artificial intelligence environment. Based on practical teaching conditions, we put forward coping strategies from the perspectives of teachers, students, classroom teaching, categorized training, curriculum culture and usage specifications. By adopting these strategies in English teaching, the data reveal that the integration of AI has exerted positive impacts on teacher development, student growth, teaching modes, teaching resources and teaching effectiveness. The study shows that AI instructional design developed based on practical conditions and the integration of AI technologies and tools into teaching activities can exert positive effects.

Keywords: English teaching; artificial intelligence; challenge; strategy.

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INTRODUCTION

Traditional English teaching meets with great challenges under the artificial intelligence (AI) surrounding. With the development of AI technologies and applications in education, especially in the classroom learning, it is necessary for to change the traditional English teaching to fit for the requirements of the teachers and students [1-3].

Domestic and foreign experts and scholars have conducted extensive research on these topics. About the role of teachers, the research is focus on erosion of professional authority, crisis of identity, and pressure of role transformation [1,4-6]. On the study of student role, they put emphasis on the over-reliance on AI, weakened critical thinking and creativity, and diminished capacity for in-depth linguistic analysis [2,3,7,8]. About the assessment and evaluation, the researchers discussed more on the failure of the traditional writing assessment model and absence of process evaluation [3,6,9]. In the research on academic dishonesty, the researchers analyzed the rampant plagiarism, ambiguous authorship attribution, and compromised assessment fairness [2,3,6,8-10]. Many researchers put emphasis excessively on technical aspects, such as algorithmic bias, digital

divide, privacy surveillance, and cultural insensitivity [1,2,8,10]. Of course, many results discussed some of the challenges and strategies. Li has noted the online platform, real-time feedback, personalized learning, and AI collaboration issues in terms of technology application, teacher roles, and student learning [11]. Dong *et al.*, listed the multi-scenario application, adherence to educational mission, improvement of digital literacy, emphasis on innovative competence, and awareness of intelligent ethics in terms of technology application, teacher roles, student learning, and institutional guarantee [12].

The main challenges exist in the requirements. One is role challenge of teachers [4-6]. The task of the teachers is changing from knowledge teaching to grasp AI technologies which will bring great pressure. AI can finish all the work quickly and timely compared to the human in vocabulary explanation, sentence pattern translation, essay marking and listening practice. All the teachers need to respond to the operations, technology stress, over-reliance and so on.

Second is the study challenge of students [2,3,7,8]. Most students rely on the answer of the AI tools without thinking and reflection. With the

translation, writing and answer, the grade of the student is higher and better with diminishing thinking and communicative competence. AI replaces students' learning with better results. There is little we can do to change this situation which will bring worse results for students.

Third are assessment and evaluation challenges [3,6,9]. Traditional test cannot accommodate all assessment contents. AI has the disadvantage of the assessment in subjective items. It is difficult to integrate the two components within a short timeframe. Knowledge and ability need to balance in the assessment and evaluation.

Forth is challenge of balance in public instruction and personalized instruction [3, 8]. As the public instruction, English teaching meets the learning needs of the vast majority of students and fails to address individual learning needs. AI has the ability of individual learning without large workload. The big source is difficult to select and manage for teachers. The different basis of students is a challenge for personalized instruction and the recognition is also diverse in the usage of AI tools.

Fifth is the loss of cultural literacy and humanistic values. Traditional English teaching incorporates a great deal of cultural literacy and humanistic values items. Teachers integrate the items in the knowledge and classroom teaching. AI models and tools have the objective facts and knowledge without the subjective design except the professional prompts. AI can express the basic knowledge and worsen the cultural literacy and humanistic values.

Sixth are the classroom dynamics and teaching ethics [2,3,6,8-10]. All the factors have the risk of the academic dishonesty. The contents from AI are difficult to identify for teachers and students. All the information exist the risk of data leakage in uploading and downloading.

In addition, knowledge inheritance, interpersonal communication, emotional expression and learning efficiency are also the challenges for traditional English teaching.

METHODS

In order to solve all the questions in the traditional English teaching, we put forward our advice based on the survey and information from teachers and students [1-3].

First is training of teachers in AI teaching technology so that the teachers can improve the role of AI teaching ability [11, 12]. By the training, the teachers develop into the new role from knowledge transmitting to studying designer, introducer and evaluator. All the teachers can get the training with the online and offline.

In the online, teachers can learn and operate by the system and platform. In the offline, teachers can take part in the on-site design with the professional technology trainer. By the training of tool selection, prompt design, and teaching examples, teacher get the assistive tools not the copy or the replacement.

Second is the design of classroom teaching with the reality output. The mechanical or routine tasks assign to AI which can finish the regular knowledge and process. The innovation including the interpersonal activities belongs to teachers and students. Before the class, AI help the teacher on word preview, listening check and so on. Group discussion, role play and oral expression should be in the classroom. After the class, the process tasks can be divided several types including the human homework and AI checking.

Third is to build diversified and process-oriented evaluation system. The grade is not only the final test, but also the process items. The test is focus on the basic knowledge and memory factors. The process items imply the thinking, the strategy, the tool operation.

Forth is the stratified instructional design. The AI task can be stratified to different levels. The basic level helps the students in the pronunciation and basic sentence pattern practice. The higher level helps the students in the analysis on the content and meaning.

Fifth is the integration of curriculum ideology and politics. With the curriculum ideology and politics, students can add cultural literacy and humanistic values in the studying. With the AI tools, students can compare different versions of the contents in a deterministic task.

Sixth is the standardization mechanism in the usage of AI technology and tool in the teaching. In the process of the teaching, academic integrity education should be listed in the whole action. Everyone should comply with regulations and requirements of AI standardization and academic integrity mechanism.

RESULTS AND DISCUSSION

Teacher Professional Development

Teaching is the basic ability for teachers in daily work. Knowledge transmission is most important task. As a bridge role, teachers should transmit the knowledge to students by different methods, in the process, competence cultivation, quality-oriented education should be designed by the teaching. In the teaching, teachers can use all kinds of technology to make the teaching easier and effective. Technology application, for example, information technology plays more and more role in teaching. With the information technology, all the resource and process can be designed easy to accept by students.

With the development of AI, teachers can make the English teaching intelligent and effective. Some

routine work can get more effective by the AI. The tasks in the teaching can be supported by AI technology and platform. It is not only a transmitter, but also an actor for the teachers. Teachers get the technology and mind with innovating factors. Teachers can be freed from heavy daily assignments and focus on the design of teaching activities and teaching effectiveness.

Student Growth

In traditional English teaching, students passively receive knowledge and have no subjective options. In the daily studying, homework is the main tasks for students without interaction. All the knowledge is dead and fixed which make student aversion and lack of interest. This approach is ineffective and creates antagonism between students and teachers.

With the information technology, student can get more and more knowledge out of classroom. They can communicate with teachers online and offline, which brings a long and continuing communication. With AI technology and platform, students can get help from AI, and discuss with AI, just like with teachers. Meanwhile, the AI technology attracts students' attention whether on the knowledge or on the ability.

Teaching mode

Traditional English teaching has rigid form and process. Based on traditional English teaching, AI enriches the forms and content of teaching. Teachers do not have to be confined to classroom teaching and time constraints. By the students' results from AI data, teachers can union the public instruction and personalized instruction. The teaching mode is no longer single, fixed and tedious, and it can be flexible and variable.

With AI technology and tools, teachers and students are in a new way of interaction from the classroom to the second classroom. Teaching activities can also be designed as an online-offline blended teaching mode. Assignments no longer have unified requirements for timing and content and can be adjusted in real time according to individual needs.

Teaching Resource

Traditional English teaching relies on paper-based materials such as textbooks, teaching plans, lecture scripts and schedules, which require constant revisions for each new lesson. After students complete their assignments, a large volume of paper documents are retained. The storage and use of these materials occupy space and time and cannot serve teaching effectively.

Supported by AI and information technology, all teaching resources are stored electronically, updated at any time according to practical conditions and used continuously. All textbooks, lecture scripts, assignments and examination materials can be conveniently stored and retrieved repeatedly. Teachers can easily manage

these resources, access them at any time, modify them for reuse in different scenarios. Students can use the resources anytime according to their own needs in terms of both access volume and time arrangement.

Teaching Effect

According to feedback from students and teachers as well as survey results, the advantages of applying AI to assist English teaching outweigh the disadvantages. At the teacher level, with the help of AI technologies and tools, teachers can focus on teaching itself and delegate trivial, time-consuming routine work to AI, so that they can concentrate on tasks of improving students' abilities and literacy. At the student level, with the aid of AI technologies and tools, students can not only improve learning quality, but also make full use of their spare time, change learning habits and boost learning interest. Meanwhile, they can learn cutting-edge AI technologies and master the use of AI tools to enhance their personal competencies.

Whether in terms of academic performance or learning process, AI brings positive changes to teachers and students. The survey data contains not only positive feedback from students but also their suggestions for improvement, which are extremely valuable in teaching activities. Students put forward their demands through proper channels, and teachers can obtain students' real needs. With continuous optimization, teaching can achieve the ultimate training objectives.

CONCLUSION

The development of AI technology has brought tremendous changes to all walks of life. The integration of AI into the teaching process is a long-term undertaking. The incorporation of emerging technologies inevitably brings a series of problems and challenges, which require targeted adjustments in accordance with practical teaching situations. Both teachers and students need a certain period of time to adapt to new things.

Traditional English teaching modes have their inherent advantages and thus cannot be completely abandoned. Only by exploring reasonable ways to integrate AI into teaching can English education achieve effective transformation and adaptive development. Both effect evaluation and technical application require continuous balancing and gradual optimization to reach stability, which also calls for joint improvement from both teachers and students as the suppliers and demanders of teaching resources.

This paper analyzes the problems of AI integration in English teaching, conducts countermeasure research based on practical situations, and proposes corresponding scheme designs. In future teaching practice, relevant strategies will be continuously optimized according to real conditions, so

that AI can truly exert its technological advantages and empower English teaching.

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