

The Transformation of University English Teachers' Roles and Dynamic Adjustment of Teaching Strategies in the Era of Artificial Intelligence

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Abstract: This paper explores the challenges faced by university English teachers in the era of artificial intelligence, detailing their transition from traditional knowledge transmitters to roles such as learning facilitators, curriculum designers, and technological collaborators. Meanwhile, a series of dynamic teaching strategy adjustments are proposed, including leveraging AI technology to enrich teaching resources, implementing personalized instruction, and strengthening interdisciplinary integrated teaching. The study demonstrates that actively adapting to these role shifts and flexibly adjusting teaching strategies enable university English teachers to better meet students' learning needs and drive innovative development in university English education.

1. Changes and Challenges in the Teaching Environment of College English in the Era of Artificial Intelligence

With the comprehensive intervention of artificial intelligence technology, the English teaching mode in universities is undergoing a systematic reconstruction. The application of artificial intelligence technology in English teaching presents a situation of multiple scenarios and dimensions. At the resource level, it can provide a massive and diverse range of English learning materials, such as authentic movies, news, speeches, etc., which can be used by teachers and students as needed to meet the learning needs of different students. In terms of intelligent assisted learning, technologies such as intelligent grading, speech recognition, and adaptive learning systems have been widely applied in college English teaching, making teaching more personalized and efficient.[1] Artificial intelligence also brings various challenges to college English teaching. In terms of teaching mode, the traditional teacher centered model is being challenged, and a new model that integrates with intelligent technology needs to be constructed, which is a huge test of teachers' teaching ability and innovative thinking. As a key element of teaching, college English teachers have been endowed with more content compared with their classic roles of "imparting knowledge, teaching, and solving doubts", shifting from simple knowledge transmitters, leaders of teaching activities, guides for student learning, and evaluators of learning outcomes to more complex and diverse roles.[2] In terms of students, they are prone to relying on intelligent tools, which increases the difficulty of cultivating self-learning and thinking abilities. It is necessary to

explore effective supervision and guidance mechanisms, stimulate students' subjective initiative, and ensure learning effectiveness. These challenges urgently need to be addressed.

2. Analysis of the Role Transformation of College English Teachers

2.1 Role Positioning of Traditional University English Teachers

In traditional college English teaching, the role positioning of teachers has distinct characteristics. Firstly, they are knowledge transmitters, and authorities of subject knowledge of English. They impart vocabulary, grammar, sentence patterns and other knowledge to passive receptive students. Next they are the classroom manager, who controls the pace and order of the classroom, maintains discipline to ensure smooth teaching. Furthermore, they are the evaluators who judge students' learning effectiveness based on their exam scores, and the evaluation methods generally lack diversity. Under this positioning, teachers play a leading role in teaching, focusing on knowledge input, but to a certain extent, neglecting students' individual differences and subjective initiative, which is not conducive to cultivating students' comprehensive English application ability.

2.2 New Connotation of the Role of College English Teachers in the Era of Artificial Intelligence

In the era of artificial intelligence, the role of college English teachers has been endowed with new connotations. The constructionist theory represented by Piaget and Vygotsky holds that a person's knowledge is constructed by the individual, rather than being imparted by others; The occurrence of this construction is the result of interaction in interactions with others; In the process of construction, students are the main body of knowledge construction, while teachers, tasks, and environment are the mediating factors and peripheral environment.[3] That is to say, there are higher requirements for the work of teachers. Teachers need to transform from experts and disseminators of knowledge to helpers and facilitators of students actively constructing information. The goal of teaching is the construction of students' own knowledge, emphasizing that teachers help students actively and proactively complete knowledge construction through various methods such as inspiration and framework building. This puts forward more diverse requirements for the role of teachers. Firstly, teachers become learning guides, using artificial intelligence tools to accurately analyze students' learning situations and plan personalized learning paths. Secondly, teachers are course developers who combine intelligent resources to create dynamic and diverse English courses. Thirdly, teachers serve as technical collaborators, mastering artificial intelligence technology to assist in teaching innovation and solve technical application problems. In addition, teachers are facilitators of cross-cultural communication, using artificial intelligence to break the temporal and spatial limitations of cultural exchange, cultivate students' global perspectives and cross-cultural communication skills, and promote students to learn English more efficiently.

3. The Basis for Dynamic Adjustment of College English Teaching Strategies

3.1 Adjustments Based on Changes in Student Needs

In the era of artificial intelligence, students' English learning needs have undergone significant changes, which has become an important basis for adjusting teaching strategies. On the one hand, students expect to use artificial intelligence to improve learning efficiency, such as using intelligent translation, online dictionaries and other tools to assist learning. Teachers should encourage and guide them to use them correctly. On the other hand, students place greater emphasis on practical

English application skills, especially cross-cultural communication abilities. Teachers need to design more teaching activities that are combined with practical scenarios, organize practical projects such as simulated business negotiations and international conference exchanges, in order to meet students' needs for using English in real contexts and make teaching more in line with students' development needs.

3.2 Adjustments Based on Teaching Objectives and Content Changes

In the era of artificial intelligence, there have been significant changes in the goals and content of college English teaching, which requires corresponding adjustments to teaching strategies. The teaching objectives have shifted from traditional language knowledge transmission to cultivating students' comprehensive language proficiency and cross-cultural communication literacy. The teaching content is also more diverse, incorporating a large amount of cutting-edge technology, interdisciplinary knowledge, and more. Therefore, teaching strategies should focus on guided learning, allowing students to actively explore knowledge through project-based and exploratory activities. At the same time, using artificial intelligence tools to assist teaching, accurately analyzing students' learning situations, providing personalized learning resources for students, in order to better fit new teaching goals and content, and improve teaching effectiveness.

3.3 Adjustment Based on Technological Development Trends

The rapid development of technology has put forward new requirements for college English teaching strategies. With the increasing maturity of artificial intelligence technology, natural language processing has made intelligent teaching aids more powerful. Teachers can use them to assist students in personalized learning, such as intelligent essay grading and customized learning plans. Virtual reality and augmented reality technology have made it possible to create immersive language environments, and teachers should consider introducing relevant resources to enhance students' learning experience. At the same time, big data can accurately analyze students' learning behaviors and habits, and teachers can dynamically adjust teaching content and progress based on this, making teaching strategies keep up with technological trends, and improving the pertinence and effectiveness of teaching.

4. Dynamic Adjustment of College English Teaching Strategies in the Era of Artificial Intelligence

In the era of artificial intelligence, the teaching methods of college English need to be dynamically adjusted to adapt to new demands. Firstly, it is necessary to strengthen blended learning both online and offline, utilize intelligent learning platforms to expand learning time and space, supplement diverse learning resources, and allow students to independently arrange their progress to consolidate knowledge. Secondly, introduce project-based learning method and design English related project tasks, such as English drama creation and performance, to enable students to enhance their comprehensive application ability in practice. Furthermore, by utilizing the data analysis capabilities of artificial intelligence to analyze student learning data, we can accurately identify students' weak points, provide personalized tutoring, and improve the pertinence and effectiveness of teaching.

In addition, optimizing the evaluation of college English teaching is crucial. Firstly, diversified evaluation subjects should be introduced. In addition to teacher evaluation, objective evaluation can be conducted using data feedback from intelligent learning platforms. Students can also be organized for peer evaluation and self-evaluation to enhance their sense of participation and

reflective ability. Secondly, enriching the evaluation content should not only focus on language knowledge and skills, but also consider students' ability to independently learn and solve problems using artificial intelligence tools. Furthermore, by adopting dynamic evaluation methods and utilizing intelligent systems to continuously track students' learning processes, evaluation standards and methods can be adjusted in a timely manner to provide students with accurate and comprehensive learning feedback, thereby promoting the improvement of teaching quality.

5. Implementation Path for Teacher Role Transformation and Dynamic Adjustment of Teaching Strategies

5.1 Teachers' Professional Development Path

Lifelong learning is a fundamental quality that university English teachers must possess. With the rapid development of information technology, artificial intelligence teaching tools have become an indispensable assistant for college English teachers to improve their teaching quality. Teachers need to follow the trend of the times, master the relevant theoretical knowledge of information-based teaching, try actively to use new equipment, and consciously engage in information-based teaching practice, including innovating teaching design, fully utilizing teachers' creativity, realizing various teaching functions such as lesson preparation, video selection and production, to enrich teaching content, and improve information technology application ability. The digital learning and teaching methods are the new requirements of the times for teachers' teaching abilities. College English teachers should adapt to the changes of the times, actively and reasonably use digital teaching platforms provided by schools, publishing houses, etc. to achieve technology empowered teaching, and try to achieve student-centered, participatory, exploratory, and cooperative learning under the guidance of teachers.[4] For example, college English teachers can use various platforms to urge students to make full use of fragmented time for autonomous learning; Blended learning design can be implemented on online teaching platforms, enabling human-computer interaction in the classroom and enhancing students' enthusiasm and initiative in participating in classroom activities. By analyzing students' learning behavior and performance through big data, teachers can accurately grasp their learning needs, provide personalized learning resources and feedback, and help students achieve more efficient learning.

5.2 Building a Teaching Community

The massive amount of knowledge and information generated in the AI era requires university English teachers to constantly update their knowledge content to ensure that what they impart to students and what they learn is the latest and dynamic knowledge. This requires teachers to select, discern, and integrate from the vast and scattered knowledge, impart correct and accurate knowledge to students, and guide them in building a systematic knowledge system. It is impossible to complete such a massive project solely by one person's physical strength. Teachers need to form a composite teaching, research, and learning community to provide resources and cooperate with each other. Firstly, schools should attach importance to the coordinated promotion of supporting work, strengthen the construction of information infrastructure, optimize and upgrade the hardware environment of English teaching, invest funds in the construction of intelligent teaching platforms, integrate high-quality English teaching resources, including rich and diverse electronic textbooks, online courses, etc., to meet teaching needs. Secondly, schools should actively carry out thematic learning, training, and exchange activities, actively promote the construction of teaching communities through multi-party linkage, encourage teachers to participate in smart teaching competitions, establish teaching teams, actively research and develop the functions of digital

teaching platforms through teamwork, and jointly enhance professional teaching knowledge, innovate teaching methods, and comprehensively improve the information technology teaching ability of university English teachers.

5.3 Redefine the Teacher-Student Relationship

In an era when AI technology deeply penetrates education, teachers must first enhance their self reflection ability and re-examine their own roles. Firstly, teachers should accept the sense of loss caused by decentralization, overcome the anxiety of being replaced, and learn to coexist with imperfection. Students in the era of intelligence may master a tool earlier and find information faster than teachers. Teachers' psychological comfort zone is broken, which can easily lead to a sense of shame of being inferior to students. But in reality, when knowledge acquisition becomes zero threshold, the psychological value anchor of teachers needs to shift from what they know to what they can help students understand, and upgrade from knowledge carriers to mind guides. To gain genuine connection, teachers need to let go of the burden of omniscience. Teachers need to re anchor their irreplaceability in human-machine symbiosis, focus their attention on things that can only be done by humans, and use information technology to redefine the teacher-student teaching relationship.

6. Conclusion

In the era of artificial intelligence, college English teachers should fully recognize that the core definition of education is that it is people-oriented; it uses intelligent technology to provide tailored learning services for each student, enabling each student to achieve their maximum expected learning outcomes.[5] In response to the changing demands of the intelligent education era, the role of university English teachers should quickly transform towards learning designers, diverse guides, and technology practitioners to meet the needs of the new era. Efforts will be made to enhance the ability to integrate technology, master the data analysis functions and the teaching application logic of intelligent tools, and innovate mixed teaching practice. Meanwhile, it aims to promote knowledge sharing and technological collaboration among educational stakeholders through the construction of interdisciplinary teaching and research communities, reconstruct teachers' subjectivity under the context of technological intervention, and achieve a dynamic balance between technology and educational values.

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