

Redefining Teachers' Roles in AI-Based English Teaching

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Education Background

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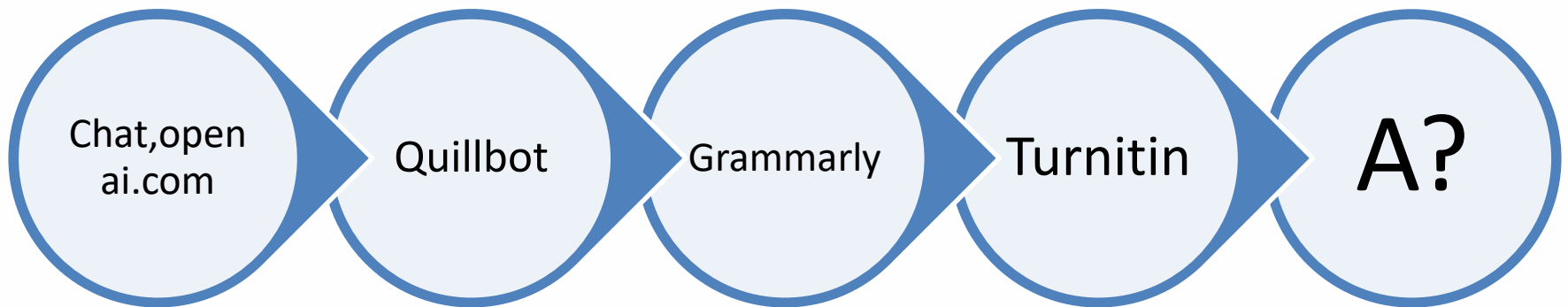
Are you familiar with these?



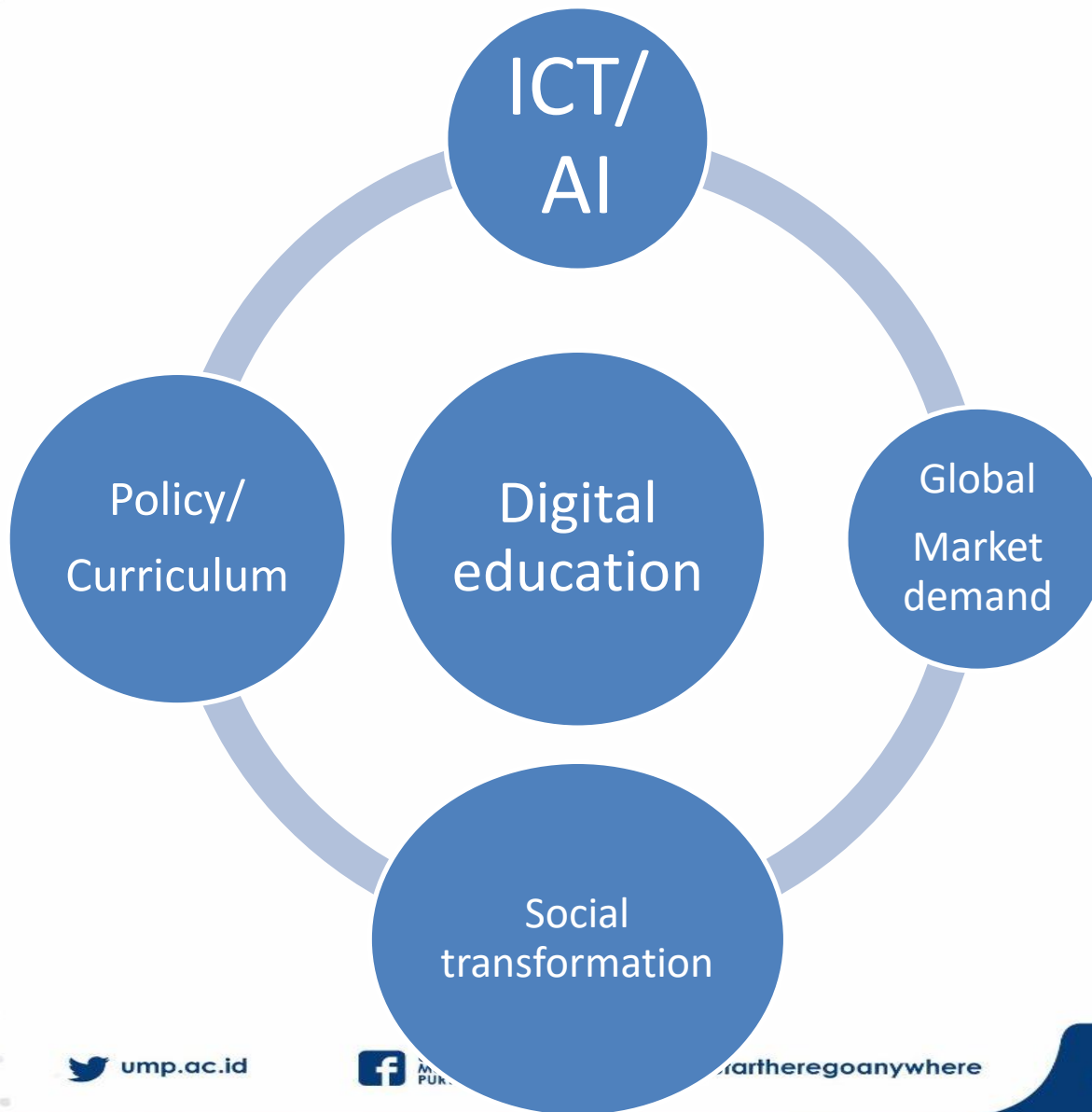
Preliminary questions

- Can AI really develop your language competence? How?
- Does someone's ICT/AI competence correspond to her/his Language competence?
- Will teacher be replaced by machine?

Shortcut?



Introduction



Curriculum 'Merdeka' for all levels

Character building

Developing learners' competence

Project-based

Focus on essential Materials

Teacher Flexibility

Before

Real face &
person

Clarity

Atmosphere

Feeling

Bonding

After

Technology

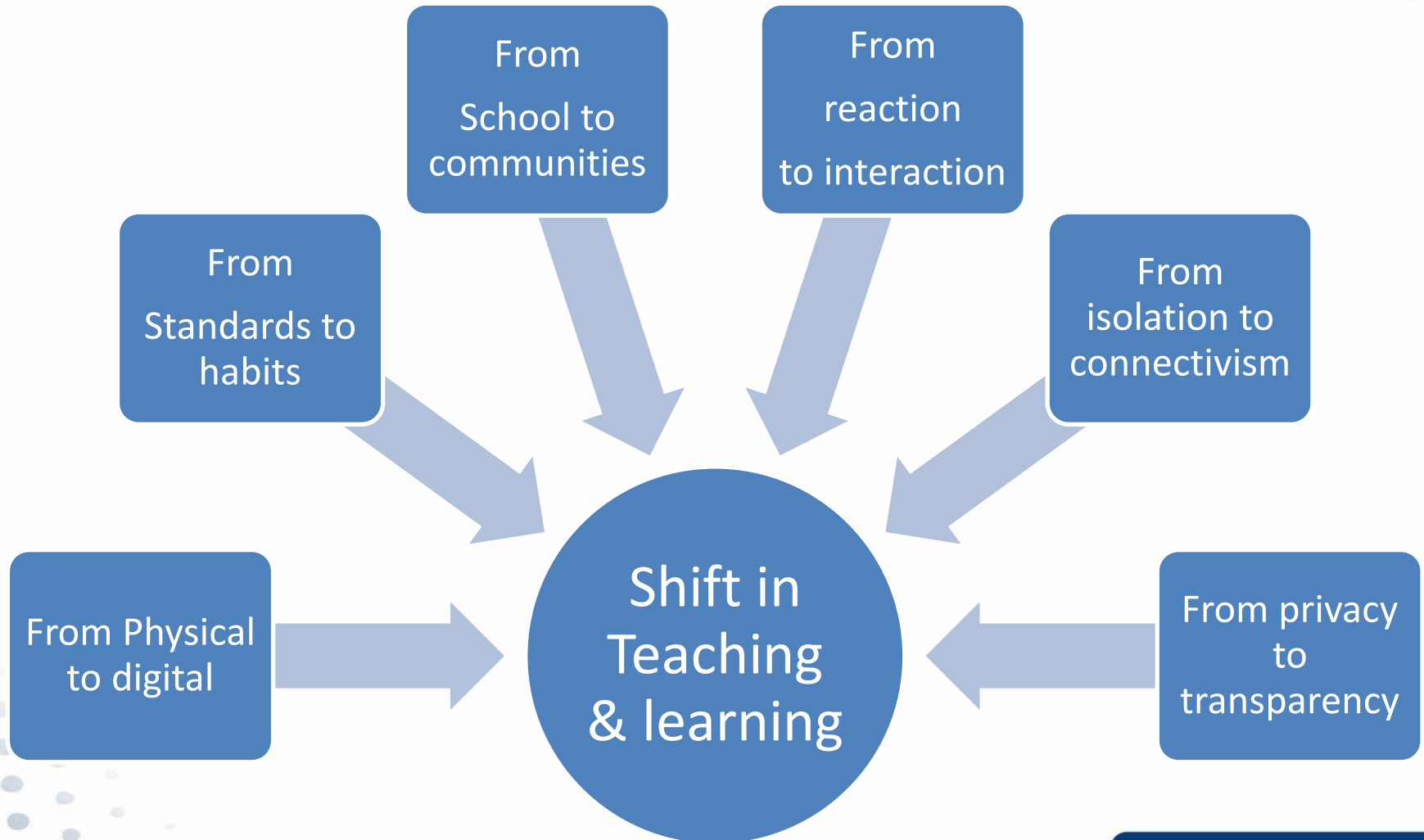
simplicity

Recording

Document

Flexibility

Current Shift



Common belief

- AI has emerged as powerful tools to enhance students' learning styles, outcomes and engagement in their classroom.
- AI has changed the basic interaction pattern between students and teachers.
- Applying AI in the classroom gives students a more interactive and adaptive learning experience that gives them more freedom and flexibility in learning.
- Consequently, teachers also have 'new roles' in AI-based ELT.

Understanding AI

- AI is machines, computers or computer systems that imitate cognitive functions that are normally associated with the human mind, such as learning and problem solving (Russell & Norvig, 2010).
- “Computers which perform cognitive tasks, usually associated with human minds, particularly learning and problem-solving” (Baker and Smith, 2019)
- “AI is a science and a set of computational technologies that are inspired by—but typically operate quite differently from—the ways people use their nervous systems and bodies to sense, learn, reason, and take action.” (Stone et al., 2016).

AI in Education

(Baker and Smith, 2019)

- a) learner-facing,
software that the students use to learn a subject matter
- b) teacher-facing,
systems used by teachers to reduce their workload and
make their output more effective in specific automating
tasks, such as administration, assessment, feedback and
plagiarism detection
- c) system-facing
AI tools provide information for administrators and
managers on the institutional level

The Use of AI in Language Learning

(Chapelle & Sauro, 2017)

- 1) To access materials in their second and foreign language
- 2) To interact with other
- 3) To learn in and out of the classroom
- 4) To take many language tests
- 5) To do the assignment

Some benefits of AI in Language Teaching

(Mushtoza, et al., 2023)

- Personalized Instruction
- Enhanced Language Practice
- Immediate Feedback
- Resources and Materials
- Language Assessment
- Language Support and Translation
- Data-driven Insights

1. Personalized Instruction

- AI technologies can provide personalized instruction tailored to individual learners' needs.
- Intelligent tutoring systems and adaptive learning platforms can assess learners' strengths and weaknesses and generate customized learning paths and materials.
- This allows teachers to address students' specific areas for improvement and provide targeted support.

2. Enhanced Language Practice

- AI-powered chatbots and virtual language assistants enable students to practice their English language skills in a dynamic and interactive manner
- These tools can engage students in realistic conversations, provide instant feedback, and offer opportunities for extensive language practice, thereby improving fluency and accuracy.

3. Immediate Feedback

- AI technologies can provide immediate feedback on students' language performance.
- Speech recognition systems can analyze pronunciation and fluency, while language processing algorithms can evaluate grammar, vocabulary, and sentence structure.
- This timely feedback helps students identify and correct errors, reinforcing their learning and promoting selfcorrection

4. Resources and Materials

- AI can assist teachers in curating and generating educational resources and materials.
- AI algorithms can analyze vast amounts of data to identify relevant and high-quality learning materials, including authentic texts, videos, and interactive exercises.
- This saves teachers time and effort in searching for appropriate resources and ensures access to up-to-date and engaging content.

5. Language Assessment

- AI-based language assessment systems can automate the grading and evaluation process, providing efficient and consistent results.
- Automated scoring systems can assess written essays, while speech recognition technology can evaluate speaking skills.
- AI-driven assessments can provide objective feedback, reducing the burden on teachers and allowing them to focus on other aspects of teaching.

6. Language Support and Translation

- AI-powered language support tools and translation services can assist both teachers and students.
- Language translation apps and tools can aid in understanding and translating complex texts, allowing students to access a broader range of learning materials.
- Teachers can also use these tools to communicate with non-native English-speaking students, facilitating effective instruction and communication

7. Data-driven Insights

- AI can generate valuable data and analytics on students' progress and performance. These insights can help teachers identify areas of improvement, track student learning trajectories, and make informed instructional decisions.
- AI-powered learning management systems can provide detailed reports and analytics, supporting teachers in monitoring student progress and adapting their teaching strategies.

MALL

- Mobile Assisted Language Learning (MALL) devices have pervaded our everyday lives and created a rich environment for communication through audio, video, and visual text.
- Nevertheless, instructors need to know how to harness these resources optimally for language learning in an educational context.

Category of MALL

(Rodriguez-Arancón et al., 2013)

- a) games
- b) content apps such as dictionaries or textbooks;
- c) apps for vocabulary, grammar and pronunciation practice;
- d) adaptation of already existing language courses, such as Rosetta Stone; and
- e) apps which use the language in context, like Learn Spanish Podcasts.

Some challenges

- Lack of information and ICT skills,
- Lack of experience with ICT as a learner or teacher
- Lack of motivation,
- Struggle to integrate ICT with teacher's existing learning style and practices,
- Feeling like being out of their comfortable zone, •
- Fear of losing a dominant position in the classroom,
- Fear of a weakening control over students,
- Fear of losing students' respect.

What has changed?

- The curriculum?
- The instructional medium?
- The attitude?
- The venue?
- The content?
- The standard?
- The value, ethics?

Teachers' (New) Roles

- To develop : Students' ICT/AI competence
Language competence
Learning skills
Life skills
- * To facilitate : to select, to apply, (to develop) ICT/AI platform suitable with the classroom context
- To engage : create social interaction
- To mediate : how to maximize the use of AI to comply with: a) students' critical thinking development, b) ethical issues

Learning skills & Life Skills

Think critically

Communicate clearly

Work collaboratively

Embrace culture

Develop creativity

Utilize Connectivity

Decision Making

Assertiveness

Impulse Control

Problem Solving

Autonomy and
Independence

Capacity and
Connection



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”

Restricted lecture vs Engaged Lecture

Restricted Lecture

Focus: "Content Coverage"

Assumption: Learning happens through transfer of information

Teaching is a monologue



Engaged Lecture

Focus: Content Exchange

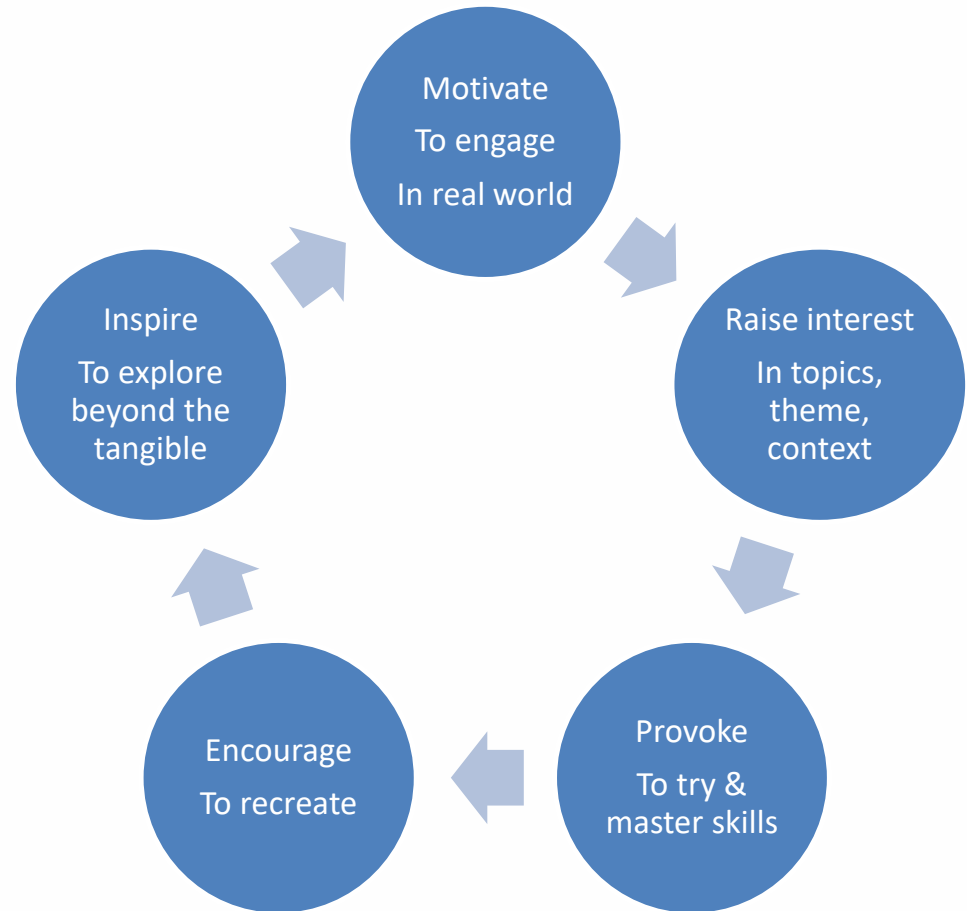
Assumption: Learning happens through actively engaging with others

Teaching is a dialogue



Conclusion

- Technology as a tool
- ICT/AI may develop learning autonomy, timeless, borderless environment
- Teaching is more learner-centered
- Teachers are facilitators and supporters of Learners





Terima kasih