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Exploring "Teacher-AI-Student" Teaching Model in College English Writing Courses

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Abstract

The rapid development of artificial intelligence (AI) technology is influencing and transforming the entire field of education. Under the background of AI-empowered education, college English instruction is undergoing a transition from the traditional Teacher-Student dual model to a tripartite Teacher-AI-Student collaborative paradigm. While this transformation brings new opportunities to college English teaching, it also presents numerous challenges. Based on the perspectives of Social Constructivism and Connectivism learning theories, this paper takes college English writing of sophomores as the research object. It analyzes the in-depth challenges faced by the "teacher-AI-student" model in the context of AI empowerment, including aspects such as teaching philosophy, technological application capabilities, role positioning of teachers and students, resource integration, and academic integrity. Combined with practical teaching cases, the paper proposes countermeasures integrating Technology Enhanced Learning, aiming to provide theoretical references and practical paths for the intelligent transformation of college English teaching.

Keywords

AI Empowerment, College English Teaching, Teacher-AI-Student Teaching Model.

1. Introduction

With the rapid development of information technology, AI technology has been widely applied in various fields of society. Responding positively to national initiatives (Ministry of Education, *Opinions on Accelerating the Advancement of Educational Digitalization*, 2025), the education field is deeply integrating AI into all elements of education and teaching, exploring a new paradigm of "AI + Education". The traditional teacher-centered teaching model oriented towards knowledge transmission can hardly meet the needs of cultivating innovative talents, thus a shift toward student-centered, competency-oriented models is called for.

College English education serves as a cornerstone for higher education internationalization, with writing, as a core productive skill, playing an irreplaceable role in developing non-English majors' critical thinking, academic literacy, and cross-cultural communication abilities. Therefore, exploring how AI can empower college English writing teaching and realizing the transition from "teacher-student" to "teacher-AI-student" holds significant practical significance.

Under traditional models, college English writing instructors primarily function as knowledge transmitters and student guides, burdened with lecturing, grading papers, and feedback provision. Large class sizes and heavy grading loads often prevent personalized attention, compromising teaching efficiency and effectiveness.

The emergence of Generative AI (GAI) represented by ChatGPT and DeepSeek provides technical possibilities for solving the above problems. The powerful knowledge processing and generation capabilities of GAI can significantly improve the efficiency of knowledge acquisition and processing. However, this also promotes the intelligent reconstruction of teaching activities,

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methods, and content. The traditional dual teaching relationship is evolving into a new collaborative teaching ecosystem of tripartite interaction between "teacher-AI-student" (Yu Hui, Song Jinge, 2025). This evolution is not a simple superposition of tools but involves a fundamental transformation of the teaching paradigm.

2. Difficulties and Challenges

The Teacher-AI-Student instructional model, rooted in Human-AI Collaboration in Education theory, aims to reconstruct educational ecosystems through AI, enabling collaborative evolution among teachers, machines, and students.

With the support of AI, teaching is no longer a task of a single subject but a linkage mechanism between teachers, platforms, and students. Teachers obtain behavioral data through platforms to arrange differentiated instructions; students gradually achieve self-regulation and active construction through platform feedback. This tripartite "human-AI-student" interactive relationship breaks the linear structure of traditional teaching and provides a new symbiotic paradigm for teaching governance in an intelligent educational environment (He Baoxing, 2025) This new teaching model not only conforms to the policy orientation of educational digital transformation but also responds to the practical needs of cultivating innovative talents in the intelligent era. However, in the process of transition, it is faced with numerous difficulties and challenges due to differences in teaching philosophy, technological application capabilities, and role positioning of teachers and students etc.

2.1. Lagging Update of Teaching Philosophy

The traditional teaching philosophy of college English writing is deeply influenced by behaviorism, focusing on the imparting of linguistic knowledge and skill training, while insufficiently emphasizing the cultivation of autonomous learning capabilities and higher-order thinking. With the application of AI technology in teaching, the "teacher-AI-student" model requires teachers to transform their teaching philosophy and shift to the roles of "Facilitator" and "Cognitive Coach" advocated by Constructivism and Sociocultural Theory. However, many teachers, influenced by traditional teaching philosophies, have an insufficient understanding of the role of AI technology in teaching, lack understanding and acceptance of the new teaching model, thus having difficulty in adapting to the "teacher-AI-student" model.

This philosophical lag extends beyond tool adoption; it reflects a failure to grasp AI's core value — liberating teachers from "knowledge transmitters" and transforming them into "guides". In college English writing, AI can undertake basic functions such as grammar correction and language polishing, as well as advanced functions such as literature screening, format proofreading, and logical preliminary inspection. Teachers should focus on the cultivation of higher-order capabilities. However, under the traditional philosophy, teachers still cling to "teaching frameworks hand-in-hand and correcting errors sentence by sentence", ultimately resulting in students' academic writing remaining at the level of "completing homework" and failing to achieve the goal of "using English for exploration and expression". This lag in teaching philosophy limits the effective application of AI technology in teaching and also hinders the smooth advancement of the "teacher-AI-student" model.

The AI literacy of foreign language teachers includes both cognitive and practical dimensions. At the cognitive level, foreign language teachers should correctly understand and actively explore the application of different forms of AI, rather than carrying out traditional foreign language teaching in a conventional manner with a wait-and-see attitude. At the practical level, foreign language teachers can cultivate AI literacy through human-machine collaboration and complementarity, improving the efficiency and effectiveness of teaching design, teaching evaluation, and textbook compilation (He Ning, Wang Shouren, 2025)

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2.2. Insufficient AI Application Skills

The application of AI in college English requires both teachers' and students' technical proficiency. However, for many teachers and students, their limited understanding and skills hinder effective utilization.

Teachers: Some instructors, due to age, knowledge gaps, or limited interest, struggle to adopt emerging AI tools. Therefore, in the teaching process, they are unable to effectively guide students to correctly use AI tools for personalized learning, nor can they fully utilize the data analysis function of AI tools to analyze and understand students' learning situations and existing problems, so as to carry out targeted teaching.

Students: Without systematic training, learners often use AI writing tools superficially (e.g., basic grammar checks) while underutilizing advanced features like idea generation, coherence enhancement, or structural optimization. What is worse, overreliance on AI causes cognitive offloading, eroding independent thinking and metacognitive skills.

For example, when using Grammarly for writing checks, some students only focus on the grammar and spelling error prompts provided by the tool, while ignoring its suggestions on vocabulary replacement and sentence pattern optimization, resulting in difficulty in improving their writing skills. Some teachers, on the other hand, do not know how to use the data analysis function of Grammarly to understand and analyze the common grammar problems of students in the class in writing. These technical obstacles have affected the teaching effect of the "teacher-AI-student" model to a certain extent.

2.3. Ambiguous Role Positioning

In the "teacher-AI-student" model, a new collaborative relationship is formed between teachers, AI tools, and students, with each playing a different role. Teachers should act as teaching designers, learning guides, process evaluators, and technical coordinators. However, in the actual teaching process, due to insufficient understanding of this new model, the role positioning of teachers and students is often unclear, affecting the smooth progress of teaching.

For example, after introducing AI tools, some teachers are unsure about their roles—whether to continue leading the teaching process or transfer more initiative to students and AI tools. Some teachers over-rely on AI tools, assigning teaching tasks that they are supposed to undertake to AI, resulting in the failure to exert their leading role in teaching. Others hold a skeptical attitude towards AI tools, reject their application in English teaching, and still adhere to the traditional "teacher-student" teaching method, making the "teacher-AI-student" model a mere formality without actual implementation.

In the "teacher-AI-student" model, students are supposed to participate more actively in the learning process and conduct autonomous learning and exploration with the help of AI tools. However, some students lack the awareness and ability of autonomous learning. Not knowing how to use AI tools for learning, they still rely on teachers' guidance and supervision. Some students mistakenly believe that with the help of AI tools, they can rely on AI to complete writing tasks and do not need to work hard to learn English writing methods and skills, thus lowering their learning standards and becoming slack in learning.

2.4. Difficulties in Resource Integration

The AI-empowered "teacher-AI-student" model requires rich teaching resources for support, including AI writing tools, high-quality English writing materials, online courses, etc. However, the current market is flooded with a wide variety of AI writing tools with uneven quality, and teaching resources are fragmented, lacking systematic arrangement and targeting, which brings difficulties for teachers and students in the selection and application of these AI tools.

For example, in the teaching of academic paper abstract writing, teachers need to find academic paper abstract examples related to students' majors, as well as AI tools and guidance resources

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for abstract writing. However, the relevant resources currently available on the market are scarce, and teachers need to collect and organize them from multiple channels, increasing the teaching burden.

2.5. Ethical Concerns like Academic Integrity

In college English writing course, academic integrity is a crucial principle. However, the application of AI technology has also brought about a series of academic integrity issues. AI writing tools can quickly generate texts that meet requirements, which makes some students prone to having a speculative mentality, using AI tools to plagiarize others' academic achievements and violate the principle of academic integrity.

Since AI-generated texts possess a certain degree of originality and logic, it is difficult for teachers to identify whether students' writing results are AI-generated through traditional methods. This poses great challenges to academic integrity management and also affects the fairness and impartiality of teaching evaluation.

For example, when completing academic paper writing tasks, some students directly use ChatGPT to generate paper content, make minor revisions, and then submit it to teachers. This behavior seriously violates the principle of academic integrity. However, due to the lack of effective detection methods, teachers find it difficult to identify such academic misconduct, thereby affecting the fairness of teaching evaluation.

3. Strategies for Addressing Challenges

To address the difficulties and challenges in the transition to the "teacher-AI-student" model, holistic reforms, from philosophical renewal to practical implementation, are required. The update of teaching philosophy is the foundation, guiding the adjustment of teaching behaviors. Establishing a sense of collaborative teaching is the key to connecting concepts with specific strategies, enabling teachers, AI tools, and students to form a synergy and jointly promote the achievement of teaching goals.

3.1. Update Pedagogical Concepts & Foster Collaboration

To realize the smooth transition from "teacher-student" to "teacher-AI-student" model, both teachers and students need to update their teaching philosophy and establish a sense of collaborative teaching. Teachers should fully recognize the important role of AI technology in college English teaching, transform the traditional knowledge-transmission teaching philosophy, and establish a student-centered teaching ideology. In the teaching process, teachers should regard AI tools as their assistants, utilizing the advantages of AI tools to provide students with personalized learning support and guidance. At the same time, teachers should strengthen research on the integration of AI technology and English teaching, exploring methods and strategies suitable for the "teacher-AI-student" teaching model.

Take the following case as an example. When a teacher is explaining how to write on the topic "environmental protection" in class, he or she adopts the traditional teaching model, which mainly involves teaching students the writing framework: the beginning can describe the current environmental situation, the middle part can elaborate on the causes and harms of pollution in different points, and the conclusion can propose some suggestions and solutions. Then, students are asked to write a short essay of about 150 words according to this framework. Afterwards, the teacher collects the essays and corrects them sentence by sentence, focusing on grammar errors (such as tense confusion, subject-verb disagreement) and vocabulary collocation issues.

In this process, students only mechanically fill in content according to the framework provided by the teacher, lacking in-depth thinking about the topic. For instance, when writing solutions, many students can only come up with superficial content such as "we should plant more trees"

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and "we should not litter", without further exploration. Moreover, students do not know how to use more diverse sentence patterns, and their essays are mostly a collection of simple sentences, lacking the use of complex sentences and non-finite verbs. As for the feedback, due to the heavy homework correction workload, teachers have no time to guide students to expand their ideas and can only point out some superficial language errors.

If teachers can update their teaching philosophy, they can optimize teaching with the help of AI tools. For example, by using ChatGPT, students can input the topic of "environmental protection", and AI will generate multiple different writing perspectives, such as "the role of individuals in environmental protection", "the contribution of technology to environmental protection", and "international cooperation and environmental protection", guiding students to think from more diverse perspectives.

After that, students write the first draft according to the perspective they are interested in, and then use AI tools such as Grammarly to polish the first draft—not only correcting grammar errors but also providing suggestions on sentence pattern optimization, such as combining simple sentences into complex sentences or replacing clauses with non-finite verb phrases to make the essay more fluent and elegant.

Teachers can thus focus their efforts on guiding students to deepen content development, facilitating discussions on “how they might further support their chosen arguments with evidence.” This approach elevates student writing beyond superficial treatment to achieve more profound implications."

3.2. Strengthen Technical Training

To enhance teachers’ and students’ application skills of AI technology, schools should strengthen technical training. Training courses on the use of AI writing tools for teachers can be launched and professional technical personnel can be invited to give lectures, enabling teachers to master the operation methods and application skills of common AI writing tools more proficiently. The training content can include the introduction of basic functions of AI tools, specific application cases in writing courses, and the usage of data analysis functions. Additionally, practical operation exercises can be organized to help teachers master relevant skills through hands-on application.

For students, AI technology applications may be integrated into college English curricular content through dedicated workshops or lectures on the usage of AI writing tools. Within these instructional sessions, teachers should introduce the features and operational methods of various AI writing tools, guiding students in utilizing such tools for writing practice and skill development. For instance, when using Grammarly for sentence rewriting, teachers can guide students on how to select appropriate rewriting modes and parameters according to their own writing needs to achieve better rewriting results.

In addition, an AI technical support platform can be established to provide technical consultation and assistance for both teachers and students so that when encountering problems in using AI tools, they can get timely solutions, improving the efficiency and effectiveness of technical application.

3.3. Clarify Roles and Construct Collaboration

In the "teacher-AI-student" model, clarifying the role positioning of teachers, AI tools, and students is crucial. Only when the three perform their respective duties and cooperate collaboratively can the advantages of the "teacher-AI-student" model be fully exerted.

Within this model, teachers are not merely knowledge transmitters but can also be participants, guides, coordinators, and managers. During instruction, teachers should design reasonable tasks and activities aligned with learning objectives and student profiles, guiding students in utilizing AI tools for self-directed learning and inquiry. For example, in an academic paper

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writing class, teachers can first guide students to determine the paper topic, then let students use AI tools to collect relevant materials and generate writing ideas, followed by students independently completing the first draft of the paper. Teachers then combine the correction results of AI tools to provide targeted guidance and evaluation on students' papers.

The AI tool functions as a supplemental supporter and assistant in the instructional process. It can provide students with real-time services such as grammar and spelling checks, writing idea generation, and vocabulary and sentence pattern suggestions, helping students improve writing efficiency and quality. At the same time, AI tools can also provide teachers with students' learning data analysis, helping teachers understand students' learning situations and existing problems, thus providing references for teaching.

Students play the role of “principal agents” of learning in the "teacher-AI-student" model. With the assistance of AI tools, students are supposed to actively participate in the learning process and conduct autonomous learning and exploration. They need to learn to use AI tools in a reasonable way—not only utilizing their advantages to improve writing skills, but also focusing on cultivating their own autonomous thinking and innovative capabilities, and more importantly, avoiding over-reliance on them. To achieve this purpose, students need to, on the one hand, establish critical cognition of AI tools and find a balance between efficient utilization and autonomous thinking. On the other hand, they also need to be alert to the "technology dependence trap". When provided with writing suggestions by AI tools, they need to ask questions such as "why is this argument structure recommended" and "are there other analytical perspectives". In addition, deliberate practice such as " AI-free writing sessions " may be implemented, for instance, scheduling a timed compositions every month, forcing students to utilize their own knowledge reserves and logical organization capabilities to test the effectiveness of autonomous learning.

3.4. Integrate Resources and Optimize Teaching Content

To meet the demands of college English writing teaching under the Teacher-AI-Student model, systematic integration and optimization of teaching resources are imperative.

Schools and teachers should collaborate to screen and integrate high-quality AI writing tools and teaching resources available on the market to establish a dedicated teaching resource library for college English writing. The resource library may encompass introductions and user guides of various AI writing tools, model essays related to various writing genres, academic paper writing standards, literature citation formats, and other contents. At the same time, English writing materials related to different disciplines and majors should be collected and organized based on the requirements of students from different majors. Teachers should strategically select and deploy resources based on learning objectives and students' actual learning conditions throughout the teaching process.

Take the teaching task of "tone adaptation" in English email writing (a type of practical writing) as an example:

- Teaching objective: Enable students to master the tone differences of emails for different recipients (e.g., teachers, corporate HR, friends) and avoid being overly formal or casual (e.g., using "Hey, I want a job" in an email to HR).

- Students' Actual Situation: Students can write emails in the basic format but struggle to grasp the "tone scale". For example, a leave request email to a professor may be too colloquial (e.g., "Sorry, I can’t come to class tomorrow"), while an invitation email to a friend may be too rigid (e.g., "I hereby invite you to attend my party").

- Resource Utilization Steps:

(1)Classified Presentation of Model Essay Resource Library: Teachers select and display email model essays from the resource library grouped by "recipient type":

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- Emails to professors: Marked with "must include specific reasons + polite requests" (e.g., "I'm writing to ask for a leave on Friday because of a family emergency, and I'll make up the missed notes promptly");
- Emails to corporate HR: Highlighting "polite and concise statement of purpose" (e.g., "I'm applying for the internship position advertised on your website, and my resume is attached for your review");
- Emails to friends: Emphasizing "relaxed and natural expression" (e.g., "Want to grab coffee this weekend? I found a new café near the library").

(2)Dynamic Adjustment Training with AI Tools: Students practice using the "Tone Simulator" of Writefull. After inputting the first draft of an email to a professor, the tool generates a "tone formality score" (e.g., "60 points; need to add words like 'would appreciate' and 'kindly' to enhance politeness") and provides revision examples. Teachers guide students to compare the "tone differences before and after revision" and understand "how word choice affects communication effects".

(3)Situational Practical Tasks: Assign the task of "writing an email to a foreign teacher to apply for an extension of homework submission". Require students to first refer to the structure of similar model essays in the resource library, then use AI tools to check the tone, and finally submit two versions (the first draft and the AI-optimized draft). Teachers focus on commenting on "whether students have retained their personal expression characteristics based on AI suggestions" (e.g., avoiding mechanical application of templates and adding specific reasons such as "time conflict due to participating in an English speech contest").

In addition, teachers can encourage students to participate in the construction and sharing of teaching resources. Students can share their experiences and insights gained from using AI tools in writing, enriching the content of the teaching resource library. This approach not only enhances students' learning enthusiasm and participation but also promotes the continuous improvement and optimization of teaching resources.

3.5. Strengthen Academic Integrity and Regulate AI Usage

To address the academic integrity concerns arising from AI technology, strengthening academic integrity education for students and regulating the usage of AI tools are of great necessity.

Schools and teachers should incorporate academic integrity education into the college English teaching system, promoting the importance of academic integrity and relevant academic standards to students through diversified approaches such as classroom teaching, lectures, and case analysis. Students should be made aware of the harms and consequences of academic misconduct such as plagiarism, and establish correct academic ethics. This initiative must fully illustrate the consequences of academic misconduct such as plagiarism, thereby cultivating principled academic values among students."

At the same time, teachers should guide students to use AI tools in a correct and reasonable way, clarifying the auxiliary role of AI tools in writing and avoiding over-reliance and abuse. For example, in practical teaching, it should be clearly stipulated that after using AI tools to generate writing ideas or rewrite texts, students must conduct independent revisions and innovations, and cannot directly use AI-generated content as their own writing results. Teachers can monitor and check students' writing processes (e.g., requiring students to submit writing outlines, first drafts, and revised drafts) to determine whether students have engaged in academic misconduct.

In addition, schools can introduce advanced AI text detection tools to detect students' writing results, identify and handle academic misconduct in a timely manner. At the same time, a sound academic integrity supervision and punishment mechanism should be established to deal with

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students who violate academic integrity seriously, so as to maintain the seriousness and impartiality of academics.

4. Case Analysis

To verify the practical application effect of the "teacher-AI-student" teaching model and examine students' acceptance of the model, this study implemented a semester-long teaching experiment within college English writing courses for non-English major sophomores. During the implementation process, some challenges were encountered, corresponding countermeasures were adopted, and good teaching effects were achieved.

4.1. Challenges Encountered

(1)Students had insufficient ability to use AI tools; most students could only conduct simple grammar checks and failed to make full use of the advanced functions of the tools.

(2)Teachers had insufficient mastery of the data analysis function of AI tools and lacked technical capabilities in designing targeted teaching based on students' learning situations.

(3)Students over-relied on AI tools in the writing process; some students directly used sentences generated by AI as their own writing content.

4.2. Countermeasures Adopted

4.2.1. Advanced AI Training

To address the issue that students only use AI for grammar checks, a " stratified teaching + task-driven" model was adopted. At the basic level, students were instructed to fully understand the various functions of AI tools. For example, in the expository writing unit, one class hour was specifically allocated to explain the advanced functions of AI tools. When writing a "Campus Library Usage Guide", students were instructed to use the "Sentence Pattern Diversity Analysis" function of Grammarly. After students input their initial draft, they will see the tool's prompt indicating that "simple sentences account for 70%" and subsequently revise some simple sentences into non-predicate structures following the suggestions. (e.g., revising "Students can borrow 5 books. They need to return them within 30 days" to "Students can borrow 5 books, with a 30-day return deadline").

At the advanced level, a teaching task for "AI-assisted argument expansion" was designed. Students were required to input "Should college students participate in volunteer teaching?" into ChatGPT with the instruction "Generate 3 counterarguments with supporting data". They then develop rebuttals based on the AI output—such as "Volunteer teaching may impact academic performance (e.g., 60% of students in long-term programs experience grade decline)"—by independently supplementing perspectives like "Short-term holiday teaching (e.g., 7-day programs) can balance charity work and studies". This guides students to utilize AI's "argument generation" function to broaden perspectives and enhance logical reasoning.

4.2.2. Data-Driven Instruction

To solve the problem that teachers struggled to use AI data analysis to understand students' learning situations, a mechanism of "AI report interpretation + teaching plan adjustment" was established:

- Establish an AI Data Tracking Form: Students were required to submit the modification record report generated by Grammarly after revising their essays each time, including "types of grammar errors", "high-frequency error vocabulary", "proportion of sentence pattern problems", etc. Teachers summarized the data weekly. For example, it was found that "misuse of conjunctions (e.g., using 'but' instead of 'however')" occurred in 45% of argumentative essays, mainly in the section of "refuting counterarguments".

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- Design Targeted Training: In response to the above problem, a one-class-hour "conjunction context matching" exercise was conducted in class. For example, provide a context for "acknowledge the opposing view → transition → propose a solution", such as "The random parking of shared bikes on campus does affect the appearance; _____ designating parking areas can solve this problem." Ask students to choose from the given options "nevertheless", "however", and "but" and explain their reasons. Then, adjust the focus of subsequent courses based on students' practice data.

4.2.3. Regulate AI Dependence

To prevent students from directly applying AI-generated content, the rules of "AI output labeling + originality verification" were formulated and implemented. Students were required to label AI-generated content in the submitted essays with different colors (e.g., blue for arguments suggested by AI, yellow for sentence patterns revised by AI) and attach an "AI Usage Statement" (e.g., "This sentence was generated by ChatGPT; I revised 'Part-time jobs should be balanced with academic studies' to 'Major-related part-time jobs can promote academic studies' to reflect uniqueness").

In addition, "AI-free" originality tasks were designed and assigned regularly. For example, in the narrative writing unit, students were first asked to use AI to generate a story framework of "a campus event", and then required to supplement three personal real experiences. If AI wrote "I won a competition at the sports meeting", students needed to add details such as "my shoelace came loose when crossing the finish line". Teachers judged the originality by comparing the differences between the AI first draft and the students' final draft. Assignments with excessive similarity were required to be rewritten, and the teacher explained "how to inject personal experiences into the AI framework" with reference to model essays.

Through the implementation of the above measures, students gradually mastered the in-depth application of AI tools. Teachers could accurately solve common problems (such as conjunction misuse) based on data, and the proportion of original content in students' writing also significantly increased, effectively balancing AI assistance and the cultivation of autonomous writing capabilities.

4.3. Teaching Effects

By implementing the above countermeasures, the course achieved good teaching effects. Students' ability to use AI tools was significantly improved, and they could proficiently use AI tools for writing practice and learning. In terms of writing proficiency, students' essays showed significant improvement in grammar accuracy and text structure rationality. At the same time, students' awareness of academic integrity was enhanced, and academic misconduct such as cheating with AI significantly decreased.

5. Conclusion

Large language models based on AI can play roles such as language consultants, language partners, and language assessment experts in English teaching. Both teachers and students need to acquaint themselves with new technologies, becoming proficient in using new tools and enhancing their "human-AI interaction and negotiation capabilities" to achieve quality improvement in teaching and learning.

Through measures such as updating teaching philosophy, strengthening technical training, clarifying the roles of teachers and students, integrating teaching resources, and strengthening academic integrity education, college English teachers can effectively address the challenges arising from technological revolution, give full play to the advantages of the "teacher-AI-student" model, and improve the quality of college English teaching. In future teaching practice, we still need to continuously explore and innovate this model, adjusting and improving

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countermeasures according to the actual teaching situation to adapt to the continuous development of AI technology and the requirements of educational reform. However, we must also recognize that although foreign language teaching is moving towards the direction of human-AI collaboration and coexistence, humans still play a core role. The cultivation of humanistic literacy and intelligent literacy should become a consensus among teachers and students to improve the efficiency and effect of foreign language teaching and learning, and ultimately to promote the development of the entire foreign language discipline on the basis of realizing personalized development.

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