

Navigating the AI Turn: Teacher Agency, Role Transformation, and Pedagogical Strategies in Technology-Enhanced Foreign Language Education

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Abstract

Large language models and generative artificial intelligence, as representative language intelligence technologies, are driving foreign language teaching to evolve from the traditional "teacher-student" dyadic structure toward a "teacher-student-AI" triadic collaborative paradigm. Based on the rapid development of artificial intelligence at home and abroad in recent years, this paper systematically reviews the current applications of AI in foreign language teaching, the transformation of teacher roles and identity crises, as well as ethical and equity-related challenges. The study finds that AI applications in foreign language teaching are growing rapidly, yet exhibit marked imbalances across regions, educational stages, and domains—namely, an overrepresentation of higher education research relative to basic education, and a predominance of writing assistance studies at the expense of oral communication and critical reading research. Teachers' roles are shifting from knowledge transmitters to human-AI collaborative instructional designers, while simultaneously facing a dual crisis of technological anxiety and identity recognition. Issues of ethical governance and educational equity urgently demand systematic responses. This paper argues that the future development of foreign language teaching must move beyond mere technology adoption; instead, it should be teacher-centered, constructing systematic coping strategies through the enhancement of AI literacy, human-AI collaborative instructional design, curriculum and assessment reconstruction, ethical governance, and institutional support.

Keywords

Artificial Intelligence; Foreign Language Teaching; Teacher Role; AI Literacy; Human-AI Collaboration

1. Introduction

The rapid rise of generative artificial intelligence, represented by ChatGPT,

DeepSeek, and Wenxin Yiyan (Ernie Bot), is profoundly reshaping the forms and ecology of education. In 2024, the Ministry of Education and the Outline for Building a Leading Country in Education (2024–2035) explicitly proposed the strategic direction of promoting the deep integration of artificial intelligence and education. In 2025, the Ministry of Education issued the Notice on Organizing and Implementing the Digital Empowerment Action for Teacher Development, setting forth the goal that, through three to five years of effort, teachers' digital literacy will be comprehensively enhanced, and the proficient use of digital means for teaching will become the new normal. Meanwhile, the State Council released the Opinions on Deepening the Implementation of the "AI+" Initiative, further elevating AI-empowered education to the level of national strategy. (7) The opportunities and challenges that large language models present for education have attracted significant attention from the international academic community. Kasneci et al. (2023) systematically discussed the potential benefits and challenges of large language models in educational applications.(5) Among various disciplines, foreign language education, given its heavy reliance on linguistic communication and knowledge transmission, stands at the forefront of the impact of language intelligence technologies, with teachers' roles, pedagogical methods, and assessment systems facing unprecedented pressures for reconstruction. Against this backdrop, exploring the current state and future development of AI-empowered foreign language teaching is not only conducive to grasping the direction and pace of intelligent transformation, but also instrumental in providing theoretical reference and practical pathways for teacher professional development. This paper first examines the intelligent transformation of contemporary foreign language teaching, then reviews relevant research and analyzes core controversies, and finally proposes methodological coping measures from the perspective of the teacher as the main agent.

2. Literature Review

2.1. Applications of Artificial Intelligence in Foreign Language Teaching

Artificial intelligence emphasizes automated assessment and feedback on writing and speaking. Automated assessment systems can provide instant feedback on grammar, vocabulary, and fluency, effectively enhancing learners' self-efficacy. Warschauer et al. (2023) noted that AI-generated text offers both significant support and dependency-related contradictions for second-language (L2) writers. They further identified three core contradictions: the *imitation contradiction*, whereby AI-generated texts place learners in tension between originality and imitation; the *Matthew effect contradiction*, whereby technologically literate learners benefit more from AI; and the *access–use contradiction*, whereby the mere availability of AI does not guarantee learning outcomes—revealing the complex effects of AI writing tools in L2 learning. Research has found that AI performs

exceptionally well in addressing surface-level language issues such as grammar, vocabulary, and structure, and is widely recognized by both teachers and students for its speed and comprehensiveness; however, both students and teachers emphasize that human feedback remains irreplaceable in deep, contextualized revision. Some studies have compared the effects of ChatGPT versus human teachers in providing direct corrective feedback to support L2 writing development, while others have explored the application of ChatGPT-3.5 as an automated scoring system and feedback provider in IELTS test preparation. (12)

Artificial intelligence advances intelligent tutoring systems and personalized learning. Intelligent Tutoring Systems (ITS) achieve adaptive adjustment of learning pathways through dynamic student modeling, demonstrating significant effectiveness in knowledge construction for vocabulary, grammar, and other areas. AI-driven adaptive learning systems, through personalized learning paths, intelligent testing and feedback, and diverse learning interactions, can provide students with more individualized and efficient learning experiences. AI-driven systems can overcome the limitations of traditional teaching by providing dynamic and personalized content that continuously adjusts according to learners' progress, ensuring that every student receives optimized instruction.

Current AI applications emphasize chatbots and communicative competence. Large language models such as ChatGPT and Wenxin Yiyan can serve as conversational partners and virtual tutors, helping learners enhance oral fluency and pragmatic appropriateness in low-anxiety environments. Some studies have examined the impact of natural language processing tools—including AI chatbots, machine translation, and automatic summarization—on the oral skills of English foreign language (EFL) learners, focusing on learners' adaptability, accuracy, and fluency. Other studies have investigated the effects of AI-mediated interaction on L2 learners' oral proficiency and summarization abilities. The chatbot "Ellie" was designed as an English conversational partner for students, boosting their oral communicative competence by encouraging active participation in exchanges. Such human-machine dialogue practices offer new possibilities for communicative training that is difficult to fully implement in traditional classrooms.

Artificial intelligence enhances virtual reality (VR), augmented reality (AR), and immersive learning. VR/AR technologies can construct authentic language-use scenarios, enhancing learners' intercultural communicative competence and cultural sensitivity. AI-enhanced VR/AR tools can improve learners' language proficiency, motivation, and memory retention through personalized interactions in immersive spaces. Schools can utilize VR/AR technologies to create multi-dimensional interactive scenarios for English learning, elevating students' language application abilities and intercultural communicative competence.

Artificial intelligence promotes language learning analytics and data-driven instruction. Through the collection and analysis of learning behavior, emotional, and

physiological data, researchers can construct fine-grained learner profiles, enabling precise instructional intervention and learning support, and providing an overview of the current state and scope of research on self-regulated learning and AI in the field of L2 education, with a focus on AI-related research connected to self-regulated learning.

Artificial intelligence focuses on human–AI collaborative writing models. Nguyen et al. (2024) found that multiple human–AI collaboration patterns exist in AI-assisted academic writing. Doctoral students who engaged in iterative, highly interactive human–AI collaboration tended to perform better on writing tasks, whereas those who merely used AI as an auxiliary information source while maintaining a linear writing approach achieved limited results. This finding indicates that teacher feedback and guidance serve as the critical mediator in ensuring learning depth. (8) Overall, current research exhibits a pronounced technology-function-dominant tendency—that is, most studies focus on the effectiveness testing of specific technological tools, with insufficient explanation of long-term mechanisms. Writing assistance research accounts for a disproportionately high share, research at the higher education stage is concentrated, and research on basic education and K-12 stages is relatively scarce, indicating a structural imbalance in research distribution. The systematic review of 469 empirical studies by Jin Hui et al. (2026) corroborates this assessment.

2.2. Teacher Role Transformation and Identity Crisis

In the era of artificial intelligence, teachers are facing varying degrees of impact. The current situation and information shock confronting foreign language teachers primarily manifest in two aspects: teacher role transformation and teacher identity recognition. The role transformation and identity crisis of foreign language teachers mainly exist in the following dimensions.

First, teachers are transitioning from knowledge transmitters to human–AI collaborative instructional designers. The intervention of artificial intelligence is engendering a structural transformation in teachers' roles—that is, teachers are shifting from traditional knowledge transmitters toward task designers, interaction organizers, and value guides. Teachers are no longer mere conveyors of knowledge, but have become designers of learning experiences and coordinators of human–machine collaboration. A systematic review noted that research on the intersection of artificial intelligence and EFL teacher competence is delving into how AI tools affect teaching skills, technological proficiency, and professional development. The review further identified ten core AI competencies that EFL teachers need to possess in the AI domain, including AI-assisted lesson preparation, AI-driven language practice and feedback, speech recognition and pronunciation tools, AI for differentiated instruction, automated assessment and grading, data-driven student insights, ethical and critical use of AI, AI content creation and

gamification, AI-driven translation and comprehension support, and the application of AI with virtual/augmented reality in English teaching.

Second, teachers face an identity crisis. However, role transformation is accompanied by profound identity anxiety. The advantages of artificial intelligence in assessment, knowledge transmission, and even emotional support objectively weaken the irreplaceability of teachers' traditional roles, triggering a dual crisis—namely, a competence crisis at the level of technology-empowered teaching and an identity crisis at the socio-emotional level. Xu Yueting and Gu Yue (2025) proposed coping recommendations from three perspectives: teachers, schools, and educational administrative departments. (13) International research likewise attends to this issue; a case study on teacher professional identity development in L2 Chinese reading materials development revealed that teacher professional identity is a goal-oriented, continuously evolving process, and the rise of generative AI technology is reshaping language education through data-driven content creation.

Third, the literacy requirements for teachers are increasing. Faced with intelligent transformation, teachers urgently need to possess AI literacy, digital literacy, data literacy, and ethical judgment capabilities, forming what is termed "Intelligent TPACK." Celik (2023), based on the TPACK framework, developed the Intelligent-TPACK scale to measure teachers' professional knowledge for ethically integrating AI-based tools into education. (2) In July 2025, the Ministry of Education issued the *Notice on Organizing and Implementing the Digital Empowerment Action for Teacher Development*, explicitly proposing the goal of comprehensively enhancing teachers' digital literacy within three to five years. A study based on the TPACK-V theoretical framework, employing mixed methods, systematically examined the current state of AI literacy development among teachers and students in higher vocational college English teaching, finding that the application of AI technology significantly enhanced teachers' ability to integrate technological knowledge with pedagogical knowledge.

Overall, existing research provides adequate description of teacher role transformation, yet empirical research on the deep mechanisms of teachers' emotional labor and professional identity remains insufficient, and much of it remains at the level of theoretical advocacy, lacking operable teacher development pathway designs.

2.3. Key Controversies and Ethical Challenges

In the modern era of highly developed information technology, the use of artificial intelligence in foreign language teaching still entails numerous controversies and ethical challenges.

First, the authenticity and security of content generated by large language models cannot be guaranteed. Large language models suffer from factual errors, potentially

outputting false information, erroneous citations, and inaccurate knowledge, posing potential threats to learners' knowledge construction.

Second, they are prone to engendering cultural bias and stereotypes. Given that training data is predominantly composed of English and Western cultural corpora, models may reinforce Western cultural centrism, producing misinterpretations or stereotypical representations of non-Western cultures. Zheng Yongyan (2024) pointed out that stereotypes and cultural biases constitute one of the significant controversies triggered by generative AI in foreign language education. Research has found that AI-driven language tools often exhibit biases that may disadvantage underrepresented language groups. (15)

Third, model-generated content easily undermines academic integrity and fosters over-reliance. Students may utilize AI to complete assignments and papers, leading to plagiarism, intellectual inertia, and diminished creativity. Bai Juan (2025) systematically analyzed the mechanisms, risks, and coping strategies of generative AI-empowered transformation in foreign language education and teaching. (1)

Fourth, large language models may present issues of data privacy and algorithmic fairness. Learners' sensitive data, such as voice recordings and written compositions, face leakage risks during collection and processing; algorithmic bias may cause systematic injustice against specific accents and non-native speakers. Choi (2025), from a critical perspective, discussed in detail six ethical challenges triggered by the integration of AI into language education: data privacy and security, academic integrity, over-reliance on AI, algorithmic bias, and the educational divide caused by disparities in access and digital literacy.(3)

Fifth, large language models exacerbate the intelligent divide and social inequity. Differences in technological infrastructure and digital literacy may intensify the uneven distribution of educational resources. Although teaching applications such as mobile learning and gamification hold promising prospects, they often tend toward accessibility at the expense of depth, potentially further worsening infrastructure inequalities in regions such as Africa and Eastern Europe.

Overall, ethical research remains predominantly principled discussion; the mechanism for translating principles into classroom practice remains weak, and systematic assessment task designs and academic integrity governance schemes are lacking. Scholars have called for the construction of coping strategies such as an "AI literacy progression system," a "human-AI collaborative ecosystem," and an "algorithmic transparency and supervision framework" to effectively promote high-quality development of foreign language education through technology empowerment.

2.4. Evolution of Theoretical Perspectives

From CALL to generative AI empowerment, the role of artificial intelligence in language learning is gradually evolving from tool to partner. This transformation

requires us to re-examine the relationship between technology and learners; it is no longer a simple relationship of use and being used, but one of mutual collaboration and symbiosis. Theoretical perspectives mainly exist in the following aspects.

Ecological Systems Theory. Pan Haiying et al. (2026), based on Bronfenbrenner's ecological systems theory, noted that the impact of artificial intelligence on foreign language teaching is the result of multi-level interactions among the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Individual characteristics, instructional design, technological conditions, and cultural background interact to jointly influence the application modes and actual effects of AI. (9)

Rhizomatic Learning Theory. Zheng Yongyan (2024) proposed that the traditional cognitive perspective of subject-object separation and individual knowledge internalization is insufficient to explain the complex reality of multi-directional human-machine interaction; it is necessary to construct a second language acquisition framework of "teacher-student-AI" negotiated interconnection.

Integration of Behaviorism and Constructivism. Some scholars noted that behaviorist theory has laid a solid theoretical foundation for the application of AI in language learning. Meanwhile, constructivist learning theory and the input-output hypotheses of second language acquisition provide theoretical support for the innovative application of ChatGPT in oral English teaching.

Of course, existing theoretical construction remains at an exploratory stage; current research mostly borrows from the technology acceptance model or sociocultural theory, and localized theoretical models specifically targeting generative AI-empowered foreign language learning still need strengthening.

3. The Current State of Contemporary Foreign Language Teaching

3.1. Macro-Development of AI Technology Applications in Foreign Language Teaching

Currently, the application of artificial intelligence technology in foreign language teaching has exhibited a trend of diversified diffusion, with the types and functions of technological tools becoming increasingly rich. The systematic review of 469 empirical studies by Jin Hui et al. (2026) indicates that emerging technologies represented by generative artificial intelligence provide important support for the generation and optimization of foreign language teaching resources, innovation in teaching strategies, reconstruction of teaching organization, and implementation of intelligent assessment. (4) The analysis of 32 empirical studies by Pan Haiying et al. (2026) further notes that the application of generative AI in foreign language teaching has covered four main modalities: intelligent content generation, intelligent dialogue support, writing tutoring optimization, and real-time feedback and assessment. (9)

In terms of large language models, ChatGPT, Claude, Gemini, DeepSeek, and Wenxin Yiyan have become important auxiliary tools in foreign language classrooms, widely

applied in language generation, dialogue practice, and content creation. An international systematic review encompassing 161 studies (2015–2024) noted that AI technologies such as conversational agents, speech recognition systems, and writing assistants promote language learning by reducing learner anxiety, providing pronunciation support, and offering real-time feedback. Regarding automated assessment systems, tools such as E-rater, Grammarly, and iWrite are extensively used for instant feedback on writing and speaking, with related research demonstrating AI's outstanding performance in addressing surface-level language issues such as grammar, vocabulary, and structure. In terms of intelligent tutoring systems and chatbots, conversational AI tools represented by ChatGPT can provide open, flexible dialogue practice that adapts in real time to user input. Regarding VR/AR immersive learning environments, AI-enhanced VR/AR tools can improve learners' language proficiency, motivation, and memory retention. VR technology, through 3D modeling and motion capture, can reproduce authentic language application scenarios such as international business negotiations and overseas campus life, allowing students to engage in dialogue through gesture interaction and virtual characters. In terms of language learning analytics and multimodal resource generation, through the collection and analysis of learning behavior, emotional, and physiological data, researchers can construct fine-grained learner profiles, enabling precise instructional intervention and learning support.

3.2. Transformation of Teaching Models

The intervention of artificial intelligence is driving fundamental transformation in foreign language teaching models. The traditional "teacher-centered" classroom is gradually giving way to a new pattern of "student-centered" and "human-machine collaborative" coexistence. The "teacher-student-AI" triadic collaborative model is beginning to replace the traditional dyadic classroom structure; teachers are no longer the sole source of knowledge, and artificial intelligence has become the third participant in the learning process.

At the practical level of teaching, innovations in human-machine collaborative teaching models continue to emerge. A study validated the effectiveness of the "AI-Synergized Multimodal Interactive Teaching Model" (ASMIM) through five rounds of action research, finding that the three-dimensional interaction of "human-machine, human-human, and human-context" reshaped the classroom ecology, promoting the transformation of teaching from knowledge transmission to competence construction. Meanwhile, the dual-helix mechanism of technology empowerment and social construction effectively resolved the problems of motivation deficiency and ability fragmentation in traditional teaching. Furthermore, a new translation teaching model centered on students and characterized by human-machine collaboration is taking shape, encompassing five key dimensions: teaching philosophy, content, methods, implementation

pathways, and assessment systems. Some schools have begun exploring a "intelligent learning companion + intelligent teacher" human-machine collaborative teaching model, leveraging intelligent scenario-based interaction to construct high-fidelity intercultural contexts, and using project-based learning to cultivate students' comprehensive abilities in solving practical problems. Blended, project-based, and task-based instruction have gained greater operability through the support of artificial intelligence; teachers can utilize AI to generate authentic corpora, design contextualized tasks, and provide immediate scaffolded support, thereby making teaching activities more closely aligned with real-world language use scenarios.

3.3. Preliminary Transformation of Teacher Roles

Along with changes in teaching models, teachers' roles are undergoing profound transformation. Teachers are gradually shifting from traditional knowledge transmitters and sole assessors toward task designers, interaction organizers, learning facilitators, and value gatekeepers. Some scholars propose that teachers need to transform from knowledge transmitters into AI collaborative instructional designers, focusing on cultivating students' human-machine collaborative competence and promoting the shift from technology empowerment to literacy orientation.

However, this transformation is not proceeding smoothly. Some teachers exhibit technological anxiety and identity crises. When artificial intelligence demonstrates formidable capabilities in knowledge transmission, language assessment, and even a certain degree of emotional support, teachers cannot help but ask: Where exactly does my irreplaceability lie? Xu Yueting and Gu Yue (2025) noted that the educational transformation triggered by ChatGPT poses numerous challenges to foreign language teaching, giving rise to foreign language teachers' identity crisis. This crisis stems from both technological-level impact and teachers' deep reflection on their own professional value, urgently requiring systematic professional development to rebuild teaching confidence. (13) International research likewise corroborates this trend—a qualitative case study of five Korean EFL teachers found that generative artificial intelligence is shaping teachers' reassessment of their roles as educators, and that the adoption of new technology has not weakened the emotional responsibilities that human educators provide in sociocultural contexts.

3.4. Structural Problems in Application

Although the application of artificial intelligence in foreign language teaching is becoming increasingly widespread, existing practice exhibits obvious structural imbalances. First, uneven distribution across educational stages. Current related research is mainly concentrated in Asian regions and at the higher education stage, with basic education stages noticeably underrepresented. Second, uneven

distribution across research domains. Writing assistance research accounts for a disproportionately high share—approximately 40.6%—while research on oral communication, critical reading, and other skills is clearly insufficient. Third, uneven language coverage. Although large language models such as Aya and LLaMA have demonstrated scalable multilingual capabilities, performance differences across languages remain significant, and low-resource languages are still underrepresented in datasets and assessments. Fourth, insufficient research depth. Most studies focus on short-term effectiveness testing, lacking longitudinal tracking research on the educational impact of artificial intelligence; attention to socio-emotional dimensions is inadequate, and issues such as whether AI will erode interpersonal interaction have yet to be fully explored. Fifth, pronounced regional disparities. Significant differences exist in digital infrastructure and teacher literacy between regions and schools, and an intelligent divide is beginning to emerge.

These structural problems remind us that AI-empowered foreign language teaching cannot remain at the level of technological introduction; rather, it requires more balanced development across educational stages, skill domains, language diversity, and research paradigms.

4. Methodological Coping Measures for Foreign Language Teachers

4.1. Enhancing Teachers' AI Literacy and Digital Literacy

Based on the current state and challenges of artificial intelligence applications in foreign language teaching, foreign language teachers first need to systematically enhance their own AI literacy and digital literacy. This includes: learning the basic principles and working mechanisms of artificial intelligence, mastering basic prompt engineering techniques, and understanding the fundamental principles of data ethics and privacy protection; becoming proficient in the operation methods and teaching scenario adaptation strategies of mainstream large language models such as ChatGPT, DeepSeek, and Wenxin Yiyan, as well as foreign language teaching-specific tools such as EAP Talk; cultivating "Intelligent TPACK" capabilities, achieving deep integration of technological knowledge, pedagogical knowledge, and disciplinary content knowledge. Li Zuowen (2024) emphasized that in the era of human-machine symbiosis, foreign language teaching practitioners should adhere to their original mission of cultivating people, reform teaching paradigms, emphasize innovation capabilities, and strive to improve AI literacy.(6)

The *Notice on Organizing and Implementing the Digital Empowerment Action for Teacher Development* issued by the Ministry of Education in 2025 provides policy guidance for the enhancement of teacher literacy. A study based on the TPACK model explored the "AI + Rural English Teacher Training" project, departing from teachers' professional development needs, and through refined, career-long planning, leveraging online platforms to construct normalized course learning systems, achieving remote real-time interaction and AI-assisted autonomous

learning. Furthermore, the ten core AI competencies that foreign language teachers need to possess have been systematically identified, providing clear directional reference for teacher training.

4.2. Reconstructing Human-AI Collaborative Instructional Design

Teachers need to shift from the single model of "knowledge transmission" toward comprehensive goals of "competence and literacy cultivation," designing diverse learning activities such as task-based, project-based, and blended learning. In human-AI collaborative instructional design, the division of labor between AI and teachers should be clarified: AI assumes foundational, repetitive tasks such as grammar correction, resource generation, and instant feedback, while teachers focus on higher-order goals such as critical thinking cultivation, cultural interpretation and value guidance, emotional support, and humanistic care. Sun Chengzhi and Liu Wenyu (2025) proposed that a "teacher-machine-student" triadic collaborative teaching model should be constructed, ensuring that teachers maintain their core position as leaders and quality gatekeepers in human-machine collaboration. (10) Bai Juan (2025) also emphasized that generative AI-empowered transformation in foreign language education and teaching requires seeking balance between mechanism design and risk prevention.

In concrete practice, Yang Shun'e (2025) proposed the "AI-Synergized Multimodal Interactive Teaching Model," reshaping the classroom ecology through three-dimensional interaction of "human-machine, human-human, and human-context." Some teachers have also transformed AI into a "cognitive partner" and "innovation catalyst" for instructional design, systematically upgrading project-based learning. System development should adhere to the three-dimensional philosophy of "teacher-led, technology-supported, student-centered." (14)

4.3. Innovating Curriculum Resources and Multimodal Teaching Materials

Artificial intelligence provides unprecedented possibilities for the innovation of curriculum resources. Teachers can utilize AI to generate multimodal, personalized, and dynamically updated teaching resources—from text to images, from audio to video, AI can rapidly generate rich and diverse learning materials. Combined with VR/AR technologies, teachers can create immersive intercultural communicative scenarios, allowing students to experience authentic language use situations in virtual environments. Furthermore, by leveraging AI for learning analytics, teachers can achieve differentiated instruction and personalized learning pathway design, truly realizing teaching tailored to individual aptitude.

In terms of teaching resource development, some teachers have innovatively employed AI video generation technology to create immersive scenarios for

dialogues with scientific giants; others have utilized AI-generated ambient soundscapes to construct invisible cultural fields. The National Key Research Base for Foreign Language Teaching Materials Construction across Primary, Secondary, and Tertiary Levels at Shanghai International Studies University has received approval for a major Ministry of Education planning project on "Research on New-Form College English Teaching Materials in the Context of Artificial Intelligence." The first "AI English Textbook" has also been released domestically, employing an AI private tutor model to provide full-process tracking and intelligent analysis of the learning process, dynamically identifying students' weak points and generating personalized learning pathways.

4.4. Reconstructing Assessment Methods and Academic Integrity Governance

The reform of assessment systems is a critical link in the transformation of foreign language teaching in the AI era. Teachers should combine AI-assisted assessment with their own professional judgment, avoiding over-reliance on intelligent scoring systems. Specifically, process-oriented assessment should be introduced—focusing on the learning process rather than solely on outcomes; classroom instant expression—oral and interactive performances that cannot be delegated to AI; the establishment of learning portfolios—documenting learning trajectories and growth processes; and AI use transparency declarations—requiring students to declare which stages involved AI assistance. The multi-level framework proposed by Choi (2025) includes robust data protection, bias-aware language practice, human–AI collaboration, process-oriented instruction, and teacher training.

In terms of academic integrity governance, schools and teachers should formulate clear AI use norms, cultivating students' awareness of critically using AI and their concepts of academic integrity. Some research recommends combining AI feedback with teacher supervision, and conducting prompt literacy and feedback evaluation training. Meanwhile, ethical norms for AI use should be established in the classroom, guiding students to identify false information and cultural biases.

4.5. Strengthening Teacher Professional Development and Emotional Support

Regarding teacher professional development, synergistic efforts are needed in both pre-service and in-service stages. At the pre-service teacher education stage, courses integrating AI and foreign language education, smart teaching practice components, and professional identity education should be added. Wang Qiang and Xiao Shuyuan (2025) discussed the dilemmas and transformation pathways facing foreign language teacher education in the AI era, noting that some university foreign language teachers currently exhibit weak digital awareness and insufficient capabilities in integrating digital resources. (11)

Regarding in-service teacher training, a stratified and categorized training system, virtual teaching and research studios, and AI technology support teams should be established, providing teachers with continuous professional growth opportunities. The 2025 FLTRP National Advanced Training Workshop for Young and Middle-aged Core Teachers of Foreign Language Disciplines in Higher Education Institutions, themed "Crossing, Transcending, Excelling," designed four categories encompassing seven sessions of courses on literacy for cultivating people, management literacy, and digital literacy, and explored the "AI + Rural English Teacher Training" project, constructing normalized course learning systems through online platforms. Particularly importantly, educational administrative departments and school administrators should attend to teachers' emotions and identity recognition, helping teachers shift from "technological anxiety" to "human-machine collaborative confidence." Xu Yueting and Gu Yue (2025) proposed systematic recommendations from three perspectives: teachers, schools, and educational administrative departments.

4.6. Promoting Ethical Governance and Educational Equity

At the level of ethical governance, teachers should establish clear ethical norms for AI use in the classroom, guiding students to identify false information and cultural biases, and cultivating critical thinking. Regarding data management, the principles of data minimization, anonymization, and transparent supervision should be advocated, protecting learners' privacy rights. Choi (2025) noted that it is necessary to ensure that AI supports fair, inclusive, and effective language learning and teaching, while preserving the inherent sociality and humanism of language education.

Regarding educational equity, particular attention should be paid to the intelligent divide—that is, prioritizing the development of low-resource-dependent tools and platforms to support teachers and students in resource-weak regions. Sun Chengzhi and Liu Wenyu (2025) emphasized that AI-empowered foreign language teaching needs to maintain clear-headed awareness in the face of ethical challenges such as data privacy and algorithmic fairness. The intelligent transformation of foreign language teaching must uphold "people-centeredness" as the bottom line, seeking balance between technological efficiency and educational warmth; only by balancing algorithms with humanistic care and clarifying ethical boundaries can AI empowerment be truly achieved, genuinely promoting foreign language teaching's progression from "standardized output" toward "personalized growth."

5. Conclusion

AI-empowered foreign language teaching has progressed from mere technological tool assistance toward systematic reconstruction of the educational ecosystem. In this process, teachers remain the key agents connecting technology, pedagogy, and

ethics, which indicates that teachers can neither be swept away by technological tides and lose educational agency, nor remain entrenched in tradition and turn a blind eye to technological transformation.

Synthesizing the foregoing analysis, the impact of artificial intelligence on foreign language teaching exhibits multi-level interactive characteristics—that is, individual characteristics, instructional design, technological conditions, and cultural background interact to jointly influence the application modes and actual effects of AI. Although current research is growing rapidly, marked imbalances exist across regions, educational stages, and application domains, suggesting that future research and practice require more balanced coverage of different educational stages, skill domains, and language backgrounds.

Looking ahead, the deep integration of artificial intelligence and foreign language teaching needs sustained efforts at three levels. At the research level, the research focus should shift from "technology effectiveness verification" toward "classroom mechanism explanation" and "long-term longitudinal tracking," deeply revealing the mechanisms and boundary conditions of AI-empowered foreign language teaching; meanwhile, attention to socio-emotional dimensions should be strengthened, exploring deep issues such as whether AI will erode interpersonal interaction. At the practice level, the trajectory should move from scattered "tool application" toward systematic "human-AI collaborative teaching paradigm" construction, promoting the development of "cognitively adaptive intelligent systems"; meanwhile, attention should be paid to the representativeness of low-resource languages and infrastructure inequality. At the institutional level, a three-tiered ethical governance system of "national-institutional-classroom" linkage should be constructed, ensuring that technological applications always serve the fundamental goal of cultivating people.

Only when teachers proactively enhance their AI literacy, reshape their teaching roles, and adhere to their original mission of cultivating people can artificial intelligence truly become an empowering force for promoting high-quality development of foreign language education, rather than a cold tool that dissolves educational warmth. The intelligent transformation of foreign language teaching is, in the final analysis, an educational transformation with teachers as the main agents—technology is the means, cultivating people is the end, and teachers are the bridge.

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