

AI and the Bad Teacher Dilemma**sana bouras**

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Abstract:

As AI technology continues to advance, it is likely that we will see a shift in the traditional teacher role, with educators and AI working in tandem to create a more dynamic and effective learning environment. So, what is more irreplaceable than a teacher that is an absolute specialist in his field? This kind of revolutionary transformation is difficult to imagine. People are just not motivated to modify deeply ingrained institutions when they are comfortable. The study findings which come up from the online survey with Master 2 students and teachers at Chadli Bendjedid University suggest that teachers can use AI to improve teaching and learning without considering it as a replacement. To effectively use AI in higher education, teachers must be aware of potential hazards, establish AI literacy, and address practical challenges. Accordingly, students still admire and respect their human teachers.

Keywords: Generative AI; Higher education teacher role-teaching/learning process.

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Introduction

One of the teachers said *“I genuinely think that people have the ability to relate to students and tenderly and lovingly support their emotional growth. A machine cannot accomplish this”*. And Sir Anthony Seldon replied *“Robots will replace human teachers by 2027”* (Houser, 2017). A lot has happened in the AI education world. The development of ChatGPT (OpenAI, 2023), a generative AI software capable of producing human-like responses to various themes, raises the question of whether AI can entirely replace teachers. It appears that this prospect is closer than ever before. AI is expected to replace over five million jobs, prompting news media to consider whether teachers would be next (Cerull, 2023).

In the same line of thought, Artificial Intelligence is a technology that aims to build computers with human-like thinking and behavior (Frita, 2021a). In order to manage complicated jobs and solve issues, artificial intelligence (AI) uses sophisticated algorithms and processes to process information and make judgments. Things are challenging for people to accomplish (Frita, 2023). Artificial intelligence, or AI, has been applied in a number of fields in the modern digital age, including education. AI has the ability to improve learning outcomes and assist in resolving some of the issues that arise during the educational process. Therefore, this study explains the use of artificial intelligence (AI) in the classroom and the role that teachers play in integrating AI into the teaching and learning process and examines students' and teachers' perspectives and attitudes about AI use and whether they feel it will replace or assist teachers' roles.

The Rational of the Study

As a matter of a fact, to understand the motivation for this investigation. First, it helps educators get ready for the integration of AI into educational settings by helping them comprehend how these technologies may affect the function of human teachers. The rapid development and evolution of AI necessitate that educators prepare for the ways in which traditional teaching and learning will be impacted. Thus, this study can shed new light on the topic of how AI and human educators might work together to improve educational quality, since the opportunities and difficulties of integrating AI in the classroom are being investigated.

Rather of drawing a line in the sand between the two, teachers should work together with AI technology to optimize their teaching and learning value, rather than establishing a conflict between the two.

Research Questions

On the basis of our objectives, we seek to answer the following research questions:

1. Whether generative AI takes over or can replace teachers in the classroom.
2. Whether AI can assist teachers in their classes.

Methodology

In order to gather information from students and teachers at Chadli Bendjedid University about the use and opinions of generative AI in teaching/ learning, an online Likert Scale questionnaire was created. The questionnaire addresses topics such as the application of artificial intelligence (AI) technologies in higher education, the associated risks, and the impact of these technologies on instruction and learning. It consists of both closed-ended and open-ended questions. The questionnaire was on whether AI would replace teachers and on whether it assists them in the teaching/learning process.

Using a sampling technique, respondents were chosen depending on their availability and willingness to participate; as a result, the sample remained open until the researcher had collected all of the responses. Due to the short time of administering the survey to collect the necessary data, 45 students and 40 teachers are included. Teachers and Master 2 students from a variety of Chadli Bendjedid University faculties made up the final sample.

The data was examined using descriptive analysis. Furthermore, to answer any of these issues, we would collect and evaluate data from a sample of relevant participants. Thematic analysis provides us with a great deal of flexibility in interpreting data and makes it easier to approach large data sets by grouping them into broad themes.

1. Literature Review

1.1. AI Use in Education

AI is advantageous in the realm of teaching. AI is said to improve human learning and assist people meet their educational objectives more successfully. Many technological advancements and AI-based discoveries are used to help make teaching and learning more useful and efficient (Hilir, p.2021). Three major themes emerge from Goksel & Bozkurt's (2019) assessment of AI research in education: the future role of AI in education, expert systems and ITS, and adaptive learning. These topics showcase the most recent developments in AI teaching.

Research on the application of AI in education has examined a range of AI applications in classroom environments, highlighting the advantages they provide for student learning. As students converse with AI, dialogue-based tutoring systems powered by natural language processing can be used to support

knowledge co-creation (UNESCO, p.2021). Additionally, web-based AI systems can conduct administrative duties that were previously handled by human teachers and offer customized feedback (Chen, Chen, & Lin, p.2020). The most widely used AI techniques in education, Chen, Xie, Zou, and Hwang (2020) claim that AI-powered language learning systems are examples of machine learning and natural language processing. As AI technologies advance, they may offer intelligent administrative and support systems, tailored and adaptive learning, and real-time feedback. (Renz, Krishnaraja, & Gronau, p.2020). These advancements will free up teachers' time from labor-intensive tasks so they can focus on more advanced duties like developing curricula and mentoring students.

In other words, the use of "AI Learning Tools" in education is becoming more and more popular. An excellent method for teachers and students to overcome obstacles is through the use of AI learning tools. By giving more pertinent feedback, accelerating learning, boosting learning retention, and enhancing learning, study, and performance, they can help students do better.

Artificial intelligence is being used in education in the different ways and among its tools we can find:

➤ Virtual Mentors and Voice Assistant (VA)

Teachers may exchange resources, practice questions, and assignments with ease with the aid of virtual mentors and voice assistants. Teachers and students can engage more easily with each other thanks to virtual mentors, who also provide comments on the progress and activities of the students. Voice assistants—like Siri, Google Assistant, and Cortana—focus on voice-based communication and engagement, allowing students to speak or mention terms to search for information. Additionally, they are able to explain material orally, giving pupils the confidence to study on their own without being confused.

➤ Smart Content

In schools, colleges, and public libraries, artificial intelligence (AI) technology, sometimes referred to as "Smart Content," is utilized to locate content and digital books swiftly and effectively. It can help users locate the required book more easily by classifying books and offering book recommendations. Smart Content provides information such as stock market trading reports, alarms, breaking news, and weather forecasts. Additionally, it offers readers the most recent literature from recently published books and information sources based on educational learning requirements. Digital textbooks are divided into chapters by apps like Cram101, which makes it simpler for users to seek for more information that is relevant to their needs.

➤ Global Courses

Open, cost-free courses with interactive features and material are available through Global Courses. With AI-powered platforms like Udemy, Google AI, Alison, Khan Academy, and Duolingo suggesting courses based on their interests, students may browse and enroll in online courses anywhere in the globe. Notifications regarding exams, grades, course suggestions, material requirements, and course progress can be received through customization tools.

➤ Automatic Assessment

Artificial Intelligence is becoming more prevalent in assessment and online question correction, removing the necessity for teachers to make human corrections. In conventional educational environments when teacher input is limited, this technology is especially helpful. AI-based evaluation and review can improve student retention and cut down on time lost on reviews. It facilitates the creation and editing of quiz questions by teachers and tutors, as well as the administration of tests and quizzes. The AI system functions autonomously, adhering to preprogrammed directives and adjusting to user preferences. Exam creation and correction on the Pursuit platform is an example of automatic assessment implementation. By deciding on the subject classification, grade level, number of questions, and difficulty level, instructors can quickly create tests and repetitions. Student quiz results are immediately and quickly generated and quiz scores are instantly and quickly submitted to the teacher's account (Bin & Mandal, p.2019).

➤ Presentation Translator

A tool that converts text written in a different language into the target language is called a presentation translator. Users can listen to text-based talks, articles, and digital publications in their native tongue thanks to Artificial Intelligence Speech Recognition. Because this technology allows users to read and interpret magazines, articles, and novels in any language, it is especially helpful for people with language and vision difficulties. When a word is said, the application immediately turns it into text.

➤ Personalized Learning

By assessing students' learning preferences and delivering tailored resources, artificial intelligence (AI) technologies can offer personalized learning. It compiles information from actions taken by the user and presents several options according to the user's preferences. AI also does other important tasks, like suggesting information and reminding users of their study routine. The use of individualized learning may be seen in Ruanguru, Duolingo, and Khan Academy. The effectiveness and quality of learning can be greatly impacted by AI technology, particularly in settings where class numbers are growing. Passing rates and information retention can be greatly increased by including personalized AI-based learning activities.

1.2. AI vs. Teachers in Education

Researchers have been investigating the possibility that AI may provide an environment in which the student can learn in a way that is not only more effective than instruction by human teachers, but is so inexpensive that it can also be substituted for a large part of teaching currently done by group instruction (Solomon:1988). That is to say; some contend that AI is more capable than human educators in delivering standardized content and evaluations, and can work continuously without fatigue or bias. Nevertheless, some argue that AI lacks empathy and emotional intelligence, hindering good teaching and learning outcomes.

In fact, AI can perform a variety of jobs, perhaps taking over responsibilities from teachers. Teachers must set aside time for administrative responsibilities including verifying attendance, managing assignments, and filing papers. AI has the potential to relieve teachers of these tasks while simultaneously improving efficiency. Chen, Chen & Lin, (2020) reported that that time-consuming administrative tasks associated with teaching and learning can be completed using AI technologies without sacrificing task quality. Thus, teachers can focus on meeting students' learning needs by using AI technologies to save time on these duties.

Besides, Fitria (2021b) suggests that AI can improve learning efficacy in various ways, such as: 1) AI can improve adaptive learning by collecting performance data from students and customizing materials to fit each person's needs. Based on student ability, AI may modify the lesson plan, degree of difficulty, and instructional strategies while giving immediate feedback. 2) Virtual assistant: AI can assist students virtually by responding to their inquiries, explaining course material, and offering feedback on their learning objectives. With the ability to use this virtual assistance from anywhere at any time, students may learn with greater flexibility. 3) Distance learning: Artificial Intelligence (AI) has the potential to alleviate some obstacles encountered by instructors and learners in remote learning. AI can offer collaborative learning environments, interactive virtual learning platforms, and student performance data collection. 4) Automated assessment: AI enables the evaluation process to be completed automatically, including multiple-choice questions and assignment completion and correction. By automating the evaluation process, teachers may save time and effort while still providing students with timely feedback.

All in all, through AI-supported systems, students can now assess their own learning rate in the context of language teaching, increasing learner autonomy and supporting a student-centered approach (Pokrivcakova, p.2019).

While there are undoubtedly benefits to utilizing AI in education, it's critical to understand that these benefits are tempered with limits that make it unlikely that AI will ever fully replace human teachers. For that matter, AI is emotionless and sentient, capable only of robotic reactions (Felix, p.2020). According to Schiff (2020), emotional support from teachers is crucial for student motivation and engagement—something that AI technologies are still unable to automate. Furthermore, according to Felix (2020), values and social standards cannot be measured or reduced to algorithms. Therefore, in social and emotional domains, humans continue to perform better than AI, underscoring the indispensable role of human teachers.

Another main point is that the educational benefit of AI-student interactions is not as great as that of real-world human interactions. A vital aspect of education involves the way in which educators inspire and enable learners. In order to provide effective direction and facilitation for the pupils, a teacher "*must know their students*," (Schiff, 2020, p.335). Depending too much on artificial intelligence and digital platforms could restrict social contacts and impede the acquisition of critical social skills (Wogu, Misra, Olu-Owolabi, Assibong, & Udoh, p.2018). In different words, scholars consider AI as "cognitive prostheses" that can enhance teaching and learning, but cannot replace human intellect or collaborative partnerships (Felix, p.2020).

Moreover, concerns about AI's limitations and downsides hinder its use in education. Concerns about AI include its technical capacity and reliability (Celik *et al.*, 2022), the need for human input or training (Wilson & Daugherty, 2018), inequality and prejudice issues (Wogu *et al.*, 2018), and AI's disadvantage in holistic and visionary thinking (Jarrahi, p.2018). In the end, Popenici & Kerr (2017) found that rather than totally replacing instructors, the benefit of AI at this stage of development is in supplementing them.

The shortcomings of AI in education are emphasized by Garg & Agrawal (2020), who point out that it cannot take the place of instructors' knowledge, skill, experience, and commitment to provide their students the best education possible. Teachers and students cannot develop a personal relationship through the system, and the teacher's emotions have no bearing on the algorithm. It's possible for students to get reliant on the system, which would reduce their creativity and technological reliance. The expensive cost of AI-based solutions may prevent low-income students from using them, particularly in rural locations with poor infrastructure. Furthermore, since there would be less one-on-one interaction between teachers and pupils, replacing teachers with AI systems might make unemployment problems worse and have a detrimental effect on the standard of education.

1.3. AI Assists Teachers

Researchers suggest that collaboration is the most successful approach to AI and teachers. In corporate settings, this teamwork results in significant performance improvements. The synergistic link between AI and humans in organizational environments demonstrates how they might compensate each other's limitations. AI can help teachers by automating repetitive activities, delivering individualized feedback, and extracting insights from student data. Teachers, on the other hand, can provide the human touch by offering emotional support, fostering social contact, and contextualizing learning experiences (Jarrahi, p.2018).

Siemens and Baker (2012) discovered that learning results were more successful when human and machine intelligence were combined. In an effort to improve AI's capacity for learning as well as teaching in general, academics have spent the last 20 years focusing more and more on how human teachers and AI interact. Moreover, using IBM's AI feature, Georgia Tech unveiled Jill Watson, a virtual teaching assistant, in 2016. Yuki, a humanoid robotic instructor, began assisting with lectures in Germany in 2019 by presenting material and handling administrative tasks. These kinds of technologies are anticipated to become progressively more crucial in supporting educators in the classroom and meeting the educational demands of pupils.

By adding social robots that can provide verbal encouragement and gestures for remedial teaching activities, artificial intelligence (AI) can be efficiently incorporated into teaching and learning. It has been discovered that conversational AI gives pupils personalized feedback and practice opportunities, freeing up teachers to concentrate on the planning and decision-making components of the learning process. Teachers can leverage AI learning ecosystems to create machine-generated feedback, facilitate peer reviews, and conduct assessments (Popenici & Kerr, p. 2017).

Additionally, AI technologies include smart features that educators can utilize to enhance instruction, like monitoring and documenting students' progress and traits, intelligent tutoring, and the usage of sensors, monitors, and facial recognition cameras (Schiff, p.2020).

2. Results and Discussion

	Students (M)	Teachers (M)
I plan to include generative AI technologies like ChatGPT into my teaching and learning techniques in the future.	2.75	2.45
ChatGPT and other generative AI systems can advise students on their schoolwork just as well as human teachers can.	2	1.82

I believe that generative AI tools like ChatGPT can improve my writing and that of my students to become successful writers.	1.88	1.55
I think ChatGPT and other generative AI technologies can help me and my students achieve better academically.	2.53	2.17
AI tools like ChatGPT, in my opinion, can bring me and my students unique perspectives and insights that we might not have considered on our own.	2.44	1.97
I/students should be open to pursuing their degree through this option if there was a fully online program with the help of a personalized AI teacher.	1.04	1.1
Instructors/teachers are already able to detect with accuracy when a student uses generative AI tools to complete an assignment.	1.48	1.47
Students/I can ask questions of generative AI applications that they wouldn't normally ask of their teachers.	1.50	1.68
In the future, teachers will be replaced by AI technology like ChatGPT.	2.02	2.03
Generative AI technologies will impede my development of transferable or general abilities like leadership, problem-solving, and teamwork as my students.	3.10	3.48

Table 01: Students and Teachers Answers Means

The findings show that both groups made meaningful contributions to the research. A survey on teachers' and students' opinions about the possibility of AI replacing instructors is shown in the above table. There are ten items in the poll, and higher scores suggest higher agreement. The participants mean (M) for both teachers and students are shown in the table.

The results showed that, on average, students scored higher than instructors (M=2.45), suggesting that students are more open to using generative AI technology in the way they learn. As a result, students—especially those from younger generations—are increasingly used to utilizing technology and digital

tools in every aspect of their lives. Because they value the accessibility and ease of use that AI technologies provide, they might be more open to embracing them for educational purposes. Students felt generative AI technology can lead coursework as successfully as human teachers, if not more so. Students ($M=2$) obtained a higher mean score in this regard than teachers ($M=1.82$). Higher scores from students ($M=1.88$) than from instructors ($M=1.55$) suggest that students are more optimistic that generative AI technologies would enable them to write more proficiently than teachers.

By providing quick feedback, answers, or assistance, AI technologies minimize the need for students to wait for a teacher's availability or feedback. This gives students the freedom to ask for help with their tasks whenever they need it, which promotes independence and a sense of control over their education. When it comes to academic achievement, students ($M=2.53$) outperformed teachers ($M=2.17$) in terms of mean score, suggesting that students are more optimistic about the potential for generative AI technologies to improve their overall academic performance.

Teachers and students believe that generative AI can give them new perspectives and ideas. However, teachers' mean score ($M=1.97$) was slightly lower than students' ($M=2.44$), suggesting that teachers are less inclined than students to believe that generative AI technologies might provide insightful and helpful viewpoints that they might have yet to think of on their own.

The mean scores for teachers ($M=1.01$) and students ($M=1.04$) on the issue of whether or not students would pursue a degree through an entirely online program helped by artificial intelligence were equal, indicating that neither group is considerably in favor of this choice. In the AI identification category, teachers' mean score ($M=1.47$) was almost identical to students' mean score ($M=1.48$), suggesting that teachers are less confident in their ability to identify instances of generative AI technology in students' work.

Given that they have access to this technology at their fingertips, it is simple to understand that students can ask generative AI questions that they might not ask their human teachers. The results indicate that instructors believe students are more likely to ask questions of generative AI tools than they are of traditional teachers ($M=1.68$). This is in contrast to students' mean score of 1.50. Students may feel more comfortable using AI technologies to ask questions or seek help without fear of being criticized or shamed because these technologies offer anonymity. This can be quite beneficial for shy or introverted students who are afraid to ask questions in class.

Concerning the primary objective of the study, which is whether or not AI technologies can replace teachers, both students ($M=2.02$) and instructors ($M=2.03$) received equivalent mean scores. This shows that neither group is highly confident that AI will soon take the role of teacher. The mean score of

instructors ($M=3.48$) was higher than that of students ($M=3.10$), suggesting that teachers are more worried than students about the potential negative effects of AI technology on the development of transferable or general skills.

Although both instructors and students said that they would be receptive to integrating generative AI technologies into their classes, the results of the survey show that students are generally more positive than teachers about the integration and potential benefits of these technologies in the classroom. They saw the potential benefits of these tools, such as improved academic performance, help with writing, and fresh concepts. However, neither side is adamant that AI will eventually take the position of teacher in the classroom. Instructors appear to be more worried about the potential effects of AI on students' acquisition of general or transferable abilities.

2.1. Can Teachers be replaced by AI Technology?

The findings offered perceptive viewpoints from educators and students in response to the query of whether generative AI technologies can replace teachers. They don't think educators will ever be replaced by creative AI. Some students see generative AI systems as human-controlled adjuncts, and they believe that teachers are essential.

Since AI can teach students like humans and make knowledge and data accessible to all stakeholders, increasing their value and contribution, some educators and students believe AI can take the position of teachers in educational settings. Some educators, however, feel that their positions are indispensable as AI is unable to offer precise knowledge, hence they cannot be replaced. They also stress the significance of preparing students for the workforce of a changing global environment.

Some teachers and learners think that human thought, creativity, and emotion cannot be replaced by generative AI technologies. They contend that while AI can collect and interpret data, it is incapable of creativity or growth. Emotion and creativity are regarded as the most valuable aspects of personality. Teachers also hold the opinion that AI is incapable of learning cultural traits and conventional values, as these are learned via experience, interaction with people in a variety of circumstances, and accumulation of knowledge.

Although there are obstacles, some teachers and students think that generative AI technologies can improve instruction and learning. One problem is a lack of AI literacy, which can be harmful if educators don't provide students with appropriate instructions and training. Teachers recommend that ethical use, equity, privacy, affordances, effective use, critique, and workflow integration be covered in student training. Students are also worried that as AI technologies advance, it might be difficult to distinguish between human and artificial intelligence activities.

The regulation of generative AI systems, the prevention of professional misconduct, and the absence of equity are further concerns. Instructors contend that if students use these devices, they could transgress issues of academic integrity and ethics, which would erode teacher-student trust. Regulations and standards should be established in place that ensure fair usage, and educators have to prevent their students from becoming overly dependent on technology. Over-reliance can hinder the growth of critical thinking and result in a lack of creativity. Teachers are concerned that generative AI technology may impede students' development of holistic competency. Many contend that these technologies replicate pre-existing data, resulting in written content that lacks context and may contain factual mistakes. While AI might support research and idea formation, it can also impede the growth of cognitive and holistic competencies. Teachers believe that these devices may inhibit critical thinking, impair creativity, and hamper the development of the mind and intellect. Although AI cannot take the place of these skills, some teachers feel they can utilize it to help students acquire them. For example, practice making decisions.

2.2. Can AI Assist Teachers?

The potential of generative AI technologies to improve pedagogy, course design, and planning is investigated in this study. Teachers are utilizing these technologies to create compelling lesson plans, compile information, brainstorm, and inspire students—all of which help them become better teachers. To create interesting courses, they also work with generative AI to create MCQ questions, create scenarios based on the majors of the students, and solve problems that are relevant to the real world.

Students' research and writing abilities are also being developed through the application of generative AI. Because of its ability to generate well-written content, teachers can help students become more proficient writers and researchers. Teachers can use ChatGPT to assist students in creating reference sections for academic papers, testing search terms for research, and identifying keywords for a topic of study.

More than that, making sure students learn how to use AI technologies effectively and comprehend how they will affect the workplace and their future jobs is part of preparing them for a future and workplace driven by AI. Because generative AI technologies accelerate regular tasks, lesson preparation, and assessment design, they save expenses and increase time efficiency. Both teachers and students see the advantages, with some teachers reporting less effort in creating lesson plans and responding to queries from students.

Additionally, generative AI technologies are being utilized as virtual instructors, offering instantaneous feedback on student answers and individualized learning experiences. While some educators use generative AI technology to facilitate

personalized learning, others think it can be helpful to use these tools to provide students with instant feedback on their responses. All things considered, the revolutionary effects of AI integration in the field of education demonstrate the potential of generative AI to improve learning and outcomes.

Conclusion and Recommendations

In light of the growing integration of generative AI technologies into curricula, the study investigates the role of educators in the future of education. The majority of participants claim that instructors' distinct human traits, like critical thinking, creativity, and emotions, are irreplaceable, despite some people assuming that AI could one day replace teachers. Instructors are in charge of giving students a well-rounded education that supports their general growth, and they might be more conscious of the significance of helping students acquire holistic skills like communication, cooperation, critical thinking, and problem-solving. Some educators, however, contend that artificial intelligence cannot take the place of the social-emotional skills acquired by interactions with human teachers. They contend that teachers play a critical role as community and parent educators, fostering civic involvement and offering career guidance and that AI systems are unable to comprehend cultural traits and conventional values.

The results imply that teachers should use AI technology to improve teaching and learning rather than viewing them as tools to replace them. However, to keep generative AI technologies from acting against instructors, educators need to be fully aware of both the areas and situations in which they can collaborate effectively with students and teachers. Before incorporating AI into the classroom further, practical concerns like data protection, ethics, and privacy must be addressed. In other words, to generate students who are capable of meeting the challenges, teachers need to have a high level of skill. As a result, the teacher's job description changes from imparting knowledge to students to include mentoring, inspiring, motivating, and developing students' imagination, creativity, values, character, teamwork, and social empathy.

Fitria (2023) concluded in her study that teaching is a critical profession that relies on three key characteristics: partnerships, ongoing development, and human relations. Teachers possess the tenderness, empathy, and connection that come with true human interaction, which AI cannot mimic. Teachers are constantly learning new things and trying out new techniques, but AI cannot match their agility and originality. The relationship between instructor and student is critical to students' learning, development, and support, and it cannot be replaced by AI. In fact, our study is compatible with Kanagachidambaresan *et al.* (2023), AI systems can provide timely feedback to students and professors, acting as an intermediary. While AI has significant benefits for children and teachers, it cannot replace educators (Sadiku *et al.*, 2022). Blannin (2021) emphasizes that technology cannot replace teachers. Machines impart knowledge, but educators

educate humans. Wang *et al.* (2022) predict that machine learning will not completely replace teachers in the age of artificial intelligence. According to Kaur (2021), teachers possess unique attributes that artificial intelligence cannot replicate.

The results of this study dispel the myth that younger learners would favor technological methods of instruction. Teachers are respected and have numerous attributes that students find appealing. Since generative AI is here to stay, educators and students alike must embrace it. To improve their AI literacy and work together productively with AI, resources like training and guidelines must be made available:

- Instructors can enhance their abilities, particularly in emotional intelligence, pedagogy, and providing individualized support, to remain indispensable in the teaching and learning process.
- Students can appreciate the value of human interaction in their education and the emotional and social competencies of human educators in fostering resilience, critical thinking, and personal development.
- This research can be used by universities to create curriculums that take workload, budget, and schedule into account while utilizing AI to improve learning.

In conclusion, AI can be utilized as a learning tool to train students become better instructors in the classroom, but its application must be thoughtful and take into account its effects on people and society. Addiction, excessive expenses, joblessness, and subpar education are all possible outcomes. AI systems cannot replace a teacher's skill, knowledge, or experience, but they can be put to better use in other tasks. Since technology is limited to handling the emotive and moral components of a course, it should not be used to fully replace the work of a teacher. The best use of AI technology will depend on its capabilities and functions, but to preserve humanist principles and affection in the classroom, teachers' roles must come first.

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