

Research on the Path of College English Teachers' Professional Development Under the Background of Generative Artificial Intelligence

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ABSTRACT

The wide application of generative artificial intelligence in the field of education has brought new opportunities and challenges to college English education. It plays a positive role in promoting students' personalized learning, strengthening teachers' sustainable development, and advancing the digital transformation of education. It also places higher professional requirements on college English teachers. However, college teachers' current insufficient digital capabilities, excessive reliance on digital technology, and tendency to fall into instrumental rationalism, as well as the professional identity crisis caused by technological substitution, all restrict the application of generative artificial intelligence in English teaching. Therefore, it is urgent for college English teachers to improve their digital literacy, strengthen the emotional connection between teachers and students, and establish professional confidence, in order to better utilize generative AI to empower English teaching and enhance the quality of talent training.

Keywords: *Generative AI, College English teachers, Professional development, Technology empowerment.*

1. INTRODUCTION

The advent of the Internet era has built a platform for data information download, information transmission and information collection, and created convenient conditions for the development of education [1]. As the core achievement of technology development in the Internet era, generative artificial intelligence has penetrated into all fields of society and has a far-reaching impact in the field of education [2]. The renewal, iteration and in-depth application of artificial intelligence technology have become the key driving force of educational innovation and reform. Promoting the in-depth integration of the two has become the consensus in the field of education in the world today. The advent of generative AI marks the official opening of the era of AI creative content. In February, 2023, the professional committee of intelligent education technology of the Chinese Academy of artificial intelligence and Shanghai International Studies University held a symposium focusing on the

innovative application of Chat-GPT in the field of education [3], emphasizing the importance of generative AI enabling digital transformation in education. Generative artificial intelligence relies on multimodal model, and based on the actual needs of users, it can independently generate new content with logic and consistency, broaden the depth and breadth of English teaching, and put students in the context of globalization to feel the charm of English. Technology empowerment has profoundly changed the pattern and teaching methods in the field of education, and has brought new challenges and opportunities for the professional development of college English teachers [4]. How to actively use generative artificial intelligence technology to empower English teaching reform and promote the professional development of college English teachers has become an important issue for college English teachers to solve [5].

2. THE VALUE IMPLICATION OF COLLEGE ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT UNDER THE BACKGROUND OF GENERATIVE ARTIFICIAL INTELLIGENCE

With the empowerment of generative artificial intelligence, English teachers' ability to analyze and evaluate educational data has been continuously improved. This not only helps students with their personalized learning but also enables teachers to enhance their awareness of continuous learning and innovative development, promote their own sustainable development, improve their information technology application capabilities, reshape the educational ecology, and advance the digital transformation of education.

2.1 Improving Teachers' Ability to Analyze and Evaluate Educational Data and Promoting Students' Personalized Learning

With the empowerment of generative artificial intelligence, teachers' ability to analyze and evaluate educational data has been continuously improved, providing a new path for students' personalized and targeted learning. First, generative AI generates personalized learning strategies for students. Under the traditional English teaching mode, teachers usually adopt unified teaching strategies, ignoring students' individual differences in learning basis, interests and development needs, which is difficult to give full play to students' subjective initiative and stimulate students' learning autonomy. The deep integration of generative AI and college English teaching has changed the traditional "one size fits all" education concept and mode. Generative AI comprehensively captures each student's multi-dimensional learning data such as classroom interaction, homework completion and learning duration through big data collection and analysis technology. It uses the analysis model to conduct in-depth management and analysis of the collected data, and accurately assess students' learning ability and learning status. Teachers provide personalized learning paths and resource recommendations for students based on the intelligent counseling system to improve students' learning efficiency [6]. Secondly, generative artificial intelligence can accurately empower students one-on-one. Traditional English teaching mainly adopts the class teaching system, and

teachers carry out teaching activities one to many. However, the problems of students in the process of language learning have their own characteristics and differences. It is difficult for teachers to fully cover each student's learning problems, point out the possible errors of each student in pronunciation, grammar and so on, and teach students in accordance with their aptitude. Generative AI can help English teachers achieve one-to-one precise empowerment. For example, by generating an intelligent speech recognition system, it can capture students' oral pronunciation in real time, accurately identify students' pronunciation problems, provide targeted guidance, and push appropriate teaching resources for students to make up for their learning shortcomings. Finally, generative artificial intelligence accurately evaluates students and provides support for personalized learning. Generative artificial intelligence generates a comprehensive and visual evaluation report through the normalized tracking and real-time analysis of students' writing, pronunciation, grammar, oral communication and other learning activities. It visually presents the advantages and disadvantages of students' English learning, and timely feeds back the evaluation report to teachers. Teachers rely on the evaluation results to optimize teaching content, adjust teaching plans, and implement personalized learning [7].

2.2 Strengthening Teachers' Awareness of Continuous Learning and Innovative Development, and Promoting Teachers' Sustainable Development

The application of generative artificial intelligence in English teaching has broadened the path of teachers' professional development and strengthened teachers' awareness of continuous learning and innovative development [8], which is embodied in the following two aspects. On the one hand, generative AI technology can "reduce the burden and increase efficiency" for teachers and promote the transformation of teachers' role. In traditional English teaching, teachers not only need to complete the teaching task, but also undertake a series of complicated tasks, such as invigilating the examination, marking papers, correcting homework, etc., which occupy a lot of time and energy for English teachers, making it difficult for them to fully devote themselves to teaching innovation, professional development and scientific research projects. The empowerment of generative AI technology has greatly liberated teachers [9], enabling teachers to devote their time and energy to

core teaching activities, scientific research and their own professional growth, and promoting the transformation of teachers' roles. For example, the intelligent marking system not only improves the efficiency of marking papers, but also reduces the errors caused by manual correction. It can also accurately calculate the error rate and distribution of each question, help teachers clarify the difficulties of the test paper and the focus of teaching, and provide the basis for teachers' teaching explanation; online teaching platforms such as "Zuoyebang" and "Xuexitong" can automatically correct students' homework, and use data analysis technology to summarize students' common and individual problems, help teachers adjust teaching content, clarify teaching priorities and difficulties, and provide students with targeted question and answer. On the other hand, generative Intelligence improves English teachers' interdisciplinary teaching ability and widens the boundary of teachers' professional development. In the digital era, the cultivation of interdisciplinary talents depends on interdisciplinary teachers. Generative AI breaks through the disciplinary barriers and provides support for the cultivation of English teachers' interdisciplinary ability. Relying on the online teaching platform, generative artificial intelligence can provide interdisciplinary education resources for English teachers according to their teaching needs, and generate interdisciplinary teaching strategies according to the knowledge logic system and teaching laws of various disciplines. In addition, generative AI technology has built a bridge for English teachers to work closely with teachers of other disciplines, and both sides can jointly design and plan interdisciplinary courses. For example, English teachers and e-commerce teachers collaborate to comply with the development trend of the times and jointly develop cross-border e-commerce courses. Through interdisciplinary cooperation and practice, English teachers further strengthen their awareness of innovation and development and realize sustainable development.

2.3 Improving Teachers' Information Technology Application Ability and Promoting the Digital Transformation of Education

If education prospers, the country will prosper, and if education is strong, the country will be strong. At present, China places the digital transformation in the field of education at the strategic height of national development and plays

an important role in promoting the high-quality development of education and implementing the strategy of strengthening the country through education. As an important part of college teaching, the English discipline, generative artificial intelligence, with its unique technical advantages, reshapes the English teaching ecology and comprehensively deepens the wave of digital transformation of education. At the teaching level, English teachers use generative AI to enable teaching innovation, and constantly broaden the depth and breadth of digital transformation of education. Generative AI has spawned many new teaching carriers, such as virtual laboratory, online teaching platform, virtual teaching and research room, breaking the space-time barrier of traditional classroom teaching, continuously expanding and extending the field of English teaching, and realizing the deep integration of theoretical teaching and practical teaching. At the scientific research level, generative AI widens the boundaries of academic exploration for English majors and provides scientific research support for the transformation of digital education. Relying on big data analysis technology, English teachers screen and deeply mine the vast amount of English teaching data and English literature in the academic field, quickly identify scientific research topics, accurately locate the hot direction of academic research, and improve the scientificity and accuracy of scientific research projects; using the online collaboration platform, English teachers should strengthen cross-border collaboration with foreign scientific research teams, timely obtain the latest scientific and technological developments in the field of English, broaden international vision, and improve the foresight of scientific research projects. At the level of college management, the application of generative artificial intelligence helps English teachers improve management efficiency and build a perfect security system for the digital transformation of education. Teachers use the intelligent management system to improve the efficiency of students' daily management and teaching resource allocation, simplify the management process, and provide guarantee for the digital transformation of education. In a word, the penetration of generative artificial intelligence in English teaching, from the optimization and upgrading of teaching tools, the innovation of teaching mode, to the reform of teaching management mode, has injected a steady stream of power into the deepening of the digital transformation of education and the realization of the strategic goal of strengthening education.

3. CHALLENGES FACED BY COLLEGE ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT UNDER THE BACKGROUND OF GENERATIVE ARTIFICIAL INTELLIGENCE

Generative AI is a double-edged sword. English teachers' education and teaching based on generative AI have indeed brought "digital dividends" that enhance the quality and efficiency of teaching, but behind it lie a series of teaching crises. These include the slow improvement of English teachers' digital literacy, which limits the role of generative AI; instrumental rationalism that weakens the emotional connection between teachers and students; and technology substitution that leads to teachers' professional identity crisis and restricts their professional development.

3.1 Internal and External Factors Jointly Restricting the Improvement of Teachers' Digital Ability

Under the background of digital transformation of education, teachers are the key to the deep integration of generative AI into college English education and teaching. But at present, the limitations of teachers' own development and the lack of external security system restrict the improvement of teachers' digital ability. At the internal level, teachers' subjective consciousness deviation and lack of core technical ability. On the one hand, it lacks the initiative of using generative AI in teaching. Consciousness determines action. Only when teachers have digital consciousness can they transform ideas into practical teaching actions. However, some English teachers are conservative in their teaching concepts and believe that the most important thing in English teaching is listening and reading, which can be achieved without relying on generative artificial intelligence. The reason is that such teachers' understanding of digital teaching is one-sided. They believe that digital teaching is supplemented by digital equipment in the teaching process, which equates digital teaching with the simple superposition of technical tools, and ignores the core value of generative artificial intelligence technology in innovating teaching mode and constructing personalized learning scenes. There are cognitive biases in Generative AI. It is believed that the use of generative AI in teaching not only consumes teachers' energy, but also distracts students' attention, putting the cart before the horse,

resulting in resistance. On the other hand, the technology application ability needs to be improved. Some teachers can not use virtual technology to build immersive teaching scenes for students; not proficient in the operation of virtual teaching assistants and other tools, unable to build a one-to-one English interaction scene for students; some can only understand the simple score trend chart, and it is difficult to interpret complex data in depth, let alone convert abstract learning data into actual teaching strategies. At the external level, the digital training system in colleges and universities is not perfect. On the one hand, digital skills training has the problem of content fragmentation. The training content mostly focuses on the explanation of basic theoretical knowledge or the demonstration of basic operation, lacks practical training, does not give systematic guidance to teachers, and is out of touch with the actual teaching application, which makes it difficult to truly build an intelligent and personalized teaching mode [10]. On the other hand, digital skills training has the problem of single mode. The current training methods are mainly lectures and seminars, lack of interactive communication [11], and as a result teachers are more passive to accept knowledge, and they also lack hybrid training combining online and offline. Under the constraints of internal and external factors, the effect of improving English teachers' digital ability is not obvious.

3.2 Instrumental Rationalism Leads to the Weakening of Emotional Connection Between Teachers and Students

The gradual penetration of generative artificial intelligence in the field of English teaching, while improving the quality and efficiency of English teaching, also fosters the tendency of instrumental rationalism: some teachers take the application of technology as the core, excessively rely on generative artificial intelligence for teaching activities such as lesson preparation, homework correction, and oral mistake correction, shift their role from education and teaching leaders to technical tool operators, ignore emotional connections with students, and thus lead to the risk of alienation in teacher-student relationships — a result contrary to the educational goal of moral education in English teaching. First, students' emotional dependence on teachers is weakened due to their dependence on generative AI technology. Under the guidance of instrumental rationalism, on the one hand, some teachers put more energy into

the use of intelligent technology, weakening the attention to students, making it difficult to accurately capture students' emotional changes and cognitive confusion in learning, and unable to respond to students' actual needs in a timely manner, overemphasizing the "instrumental" goal and ignoring the "cultural" goal [12], resulting in the weakening of the cultural guidance of English teaching and weakening the emotional connection between teachers and students. On the other hand, some students equate technical guidance with teachers' teaching, and gradually regard teachers as dispensable "substitutes", ignoring the guiding and enlightening role of teachers in the process of education. The two-way emotional interaction between teachers and students is alienated into a one-way output of generative artificial intelligence to students, and further exacerbates the emotional alienation between teachers and students. Secondly, generative AI leads to the disappearance of emotional resonance between teachers and students. The emotional resonance between teachers and students is the basis of building a good teaching relationship, and also an important guarantee to improve the teaching effect, which can not be replaced by technology teaching. The output essence of generative artificial intelligence relies on fixed algorithms and program paradigms, which makes it difficult to truly understand the emotional connotation of students' language expression, let alone provide humanistic care for students. For example, generative artificial intelligence technology can identify students' spelling or grammatical errors in English writing, but it can not identify students' implicit emotional expressions such as patriotism and homesickness, which has lost the "temperature" of teaching, deviated from the people-oriented nature of education, and exacerbated the risk of alienation of teacher-student relationship.

3.3 Technology Substitution Leads to the Crisis of Teachers' professional Identity

The Internet age is both a challenge and an opportunity for the education industry [13]. At present, generative artificial intelligence has played an increasingly significant role in the field of education with its accurate algorithm and personalized output ability, which has triggered a crisis of teachers' professional identity to a certain extent. First, teachers face the aphasia crisis [14]. With the power of generative artificial intelligence, English teaching resources are growing explosively.

With the help of search engines or online learning platforms, students can directly and accurately obtain all kinds of teaching resources they need. Big data analysis technology can track students' browsing records, push learning resources they are interested in, and expand and enrich the depth and breadth of students' learning content. In this context, teachers' knowledge reserve is difficult to compete with generative artificial intelligence, and the monopoly of information is broken, which is difficult to meet students' diversified learning needs. At this time, if teachers do not carry out teaching innovation, it may lead to students' boredom of classroom teaching with teachers as the leading role and textbooks as the carrier. Teachers' discourse power is gradually weakened and their professional value is impacted. Secondly, it is difficult for teachers to adapt to the change of role identity. With the empowerment of generative AI, the identity and role of teachers have changed: from the disseminator of knowledge to the guide of students, the coordinator of resources and the planner of learning environment [15]. However, in the long-term process of education and teaching, some teachers have long been used to the role of knowledge imparter, which is difficult to quickly adapt to the change of role, unwilling to accept the transfer of the dominant power of teaching, and even regard intelligent technology as a professional threat, which has a conflict with its use. Although some teachers are willing to try to embrace emerging technologies, they lack a comprehensive understanding of the use of generative artificial technology and do not know how to integrate it with teaching. The dilemma of role identity transformation makes teachers confused about their own role positioning, and exacerbates the crisis of professional identity.

4. INNOVATIVE PATH OF COLLEGE ENGLISH TEACHERS' PROFESSIONAL DEVELOPMENT UNDER THE BACKGROUND OF GENERATIVE ARTIFICIAL INTELLIGENCE

The deep integration of generative artificial intelligence and English teaching is a complex system. College English teachers should understand the characteristics of generative artificial intelligence, anchor the educational objectives, change ideas and deepen the digital teaching ability according to the practical difficulties faced by their professional development. Also, rooted in the

essence of people-oriented education, we should strengthen the interaction between teachers and students. Besides, we should strive to adapt to the change of role and identity, cooperate with generative artificial intelligence to educate people, and jointly improve the quality of teaching.

4.1 Changing Teaching Concepts and Improving Digital Teaching Ability

At the 2024 World Digital Education Conference, Vice Minister of the Ministry of Education Chen Jie stressed that digital literacy and competency should be regarded as the necessary literacy of teachers to improve their digital teaching ability and boost the improvement of teaching quality. Especially under the background of deepening the digital transformation of education, teachers' digital literacy is becoming more and more important, which is the support of the deep integration of artificial intelligence and English teaching. Therefore, teachers should actively improve their digital literacy and teaching abilities. First of all, English teachers should establish the concept of digital teaching. Colleges and universities should invite professional information technology talents to interpret the latest intelligent teaching policy for English teachers, introduce the development process and working principle of generative artificial intelligence, strengthen teachers' awareness of intelligent teaching, help teachers abandon their rejection of intelligent technology, accept the application of generative artificial intelligence in teaching, and realize the significance and important value of intelligent teaching. Secondly, while using intelligent technology, teachers should improve their critical thinking and discrimination ability. English education resources in the online world are complex and full of multicultural concepts and values. English teachers should screen the correct cross-cultural education resources, resist bad information, cultivate students' national cultural confidence and historical responsibility, and help students use their English knowledge to tell the world Chinese stories and spread Chinese voice, so that the world can better understand China [16]. Finally, colleges and universities should build a perfect intelligent teaching and training system to improve the digital skills of English teachers. On the one hand, we should build a training content system integrating theory and practice, explain the professional theoretical knowledge of generative AI for English teachers, and demonstrate the actual operation process of generative AI [17]. On the

other hand, build a hybrid training mode. Offline professionals are invited to carry out special lectures and theme activities, discuss digital English teaching skills with English teachers, provide professional guidance for college English teachers, and help teachers apply professional theoretical knowledge to the actual teaching process [18]. The online intelligent training platform, by relying on its technical support, breaks the temporal and spatial constraints, accurately delivers training content tailored to teachers' specific needs, meets their personalized learning requirements, and facilitates their fragmented learning anytime and anywhere.

4.2 Adhering to the People-Oriented Principle and Strengthening the Emotional Interaction Between Teachers and Students

College English teaching should cultivate high-quality English professionals with thinking and depth. Therefore, the integration of intelligent technology and English teaching should adhere to the people-oriented nature of education, strengthen the emotional interaction between teachers and students [19], and make the teaching process always full of "temperature". First of all, the interaction between teachers and students should run through the whole process of education and teaching. Before class, teachers should actively use online communication software to have informal and equal conversations with students, deeply understand each student's interests, learning puzzles, future development plans, etc., and formulate English teaching goals for students in line with their development path according to students' personalized needs. This kind of communication with equal identity can break the identity barrier between teachers and students and create a teacher-student relationship of mutual respect and trust. In the teaching process, teachers should use virtual reality technology to create an immersive English cultural background, let students experience the charm of language and literature and cultural differences, establish correct values, and make English learning a bridge to promote students to the world. After the course, teachers should timely understand students' learning situation, sort out students' unresolved puzzles, listen to students' real ideas, and further bridge the gap between teachers and students. Secondly, we should treat generative AI correctly, avoid falling into the trap of instrumental rationalism, and make it clear that technical tools are difficult to replace the emotional

connection between teachers and students. Although generative artificial intelligence has innovated the content and methods of English teaching and improved the teaching efficiency, it is still in the stage of weak artificial intelligence, which is easy to cause risks such as data security and algorithm bias. Therefore, teachers should be clear that intelligent tools are not omnipotent, they can not replace the role of teachers, and can only be used as teaching tools to assist teaching. The cultivation of students' humanistic qualities and the formation of critical and creative thinking mainly depend on teachers' nurturing and guidance — elements that represent the core educational values which technology cannot replace. Therefore, teachers should pay more attention to the content that cannot be solved by the current artificial intelligence [20], conduct deep emotional interaction with students, and guide students to establish correct cognitive thinking. Finally, English teachers should strengthen their care for students to eliminate the emotional barriers. As independent individuals, college students have differences in background, learning foundation, development level and other aspects. Teachers should use big data analysis technology to deeply understand the actual development of students and carry out targeted and personalized guidance for students [21]. To sum up, only when teachers face up to generative AI and strengthen communication with students can they truly build an educational landscape full of humanistic care.

4.3 Strengthening Human-Computer Cooperation and Clarifying the Role of Teachers

Teachers' role identity refers to educators' deep understanding and positive acceptance of their identity as teachers [22]. At present, when generative artificial intelligence is widely used, teachers should actively accept the new role identity, clarify their own role orientation, and strengthen human-computer cooperation. First of all, teachers should follow the concept of lifelong learning, actively carry out autonomous learning and practical exploration of artificial intelligence technology [23] and constantly consolidate their right to speak. English teachers should constantly adapt to the development of teaching mode and the update and iteration of information technology, actively participate in English teaching seminars, communicate and interact with peers, master the latest intelligent English teaching skills and English

teaching development trends, and constantly improve their knowledge reserves and professional quality. Also provide students with more cutting-edge and targeted English teaching content in a more humane way, break the information monopoly of intelligent technology, and consolidate the teaching discourse with professional teaching guidance. Secondly, English teachers should actively embrace generative AI technology and actively adapt to the change of professional role identity. Facing the change of teachers' role caused by generative artificial intelligence technology, English teachers should abandon the mentality of resistance, feel the teaching convenience brought by generative artificial intelligence technology in the teaching process, make clear that the professional identity changes from the education leader to the student learning guide in the use process, and actively accept the change of their professional role, so as to better stimulate students' learning interest and creativity [24]. Finally, English teachers should strengthen teaching reflection and achieve professional growth. English teachers objectively evaluate the teaching effect by reviewing all links of teaching activities and students' learning achievements, and then find the existence of problems and take corresponding measures [25]. With the empowerment of generative artificial intelligence, the transformation of English teachers' role and identity is a dynamic process [26]. That means that teachers should adhere to the open mind of accepting new knowledge, have the courage to actively explore within the educational territory [27], establish critical thinking, dynamically adjust teaching strategies according to students' differentiated learning characteristics, optimize teaching methods, and constantly reflect on the shortcomings in teaching, so as to provide students with high-quality English teaching [28].

5. CONCLUSION

The wide application of artificial intelligence technology is changing the education ecology, and its impact on college English teaching is particularly obvious. It not only improves the teaching efficiency [29], but also injects a strong driving force into teachers' professional development. However, there are many risks in the application of generative artificial intelligence in the field of education. Teachers should see the development potential of generative artificial intelligence, anchor the people-oriented educational essence, master the professional theoretical

knowledge and operation steps of intelligent technology, strengthen human-computer collaborative education, and become the practitioner and promoter of promoting the deep integration of information technology and education [30], so as to provide English majors with high-quality teaching with both human temperature and high technology.

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