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THE EVOLVING ROLE OF THE TEACHER IN THE AGE OF AI: FOREIGN LANGUAGE STUDENTS' PERSPECTIVES

Abstract: This study investigates foreign language (FL) students' perceptions of AI integration in higher education and its impact on the teacher's role. A three-part questionnaire administered to 215 students at the University of Belgrade's Faculty of Philology assessed their awareness, experiences, and attitudes toward AI in FL teaching, including its influence on educators' career prospects. While students recognized AI's potential for personalized learning and resource creation, they expressed concerns about over-reliance and the dehumanization of teaching. They emphasized the irreplaceable role of human teachers in fostering critical thinking, nuanced language skills, empathy, and guidance. The findings suggest that the future of FL education requires a balanced integration of AI and human instruction, with technology enhancing rather than replacing core pedagogical values.

Keywords: artificial intelligence, AI in education, AI in foreign language teaching, teacher role and AI.

1. INTRODUCTION

The integration of Artificial Intelligence (AI) into education, particularly in foreign language (FL) learning, presents both exciting possibilities and complex challenges. AI-powered tools, such as adaptive learning platforms and chatbots, enable personalized content and feedback, enhancing learner engagement and efficiency. Furthermore, automated evaluation systems also provide instant feedback on language skills, potentially reducing teachers' workload.

However, ethical concerns, including data privacy, algorithmic bias, and inequality, must be addressed to ensure responsible AI use. Additionally, the risk of over-reliance on AI highlights the continued importance of critical thinking,

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particularly in FL learning, where learners must evaluate information and engage in critical discourse.

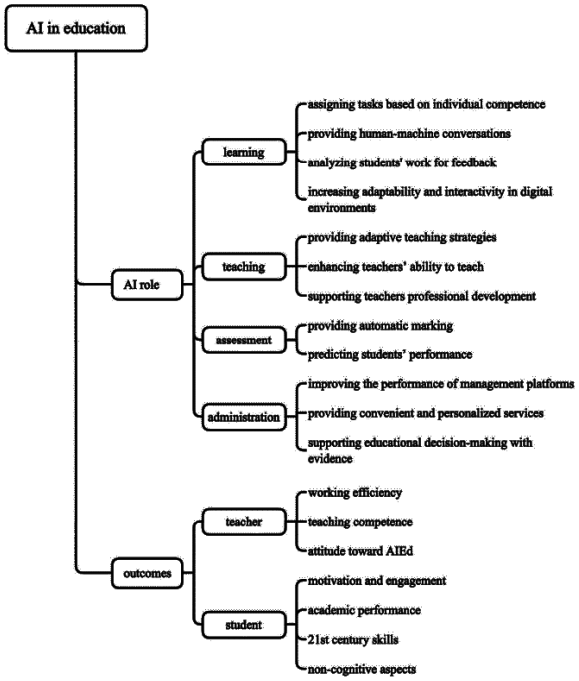
These developments raise questions about the evolving role of the teacher. Rather than being replaced, teachers are likely to become facilitators and mentors, leveraging AI tools to create personalized learning experiences while also providing essential human connection and cultural insights.

This paper examines possible directions for this transformation through the perspectives of FL students, focusing on their views of how AI has been used in class and how it should (not) be integrated into language education.

1.1. IMPLEMENTATION OF AI IN EDUCATION: BENEFITS AND CAVEATS

Language education has long been shaped by digital tools, and chatbots based on GenAI are now widely praised for personalizing learning and providing tailored feedback (Alhusaiyan, 2025; Chiu, 2024; Du & Daniel, 2024; Gan et al., 2023; Grassini, 2023; Mousavi et al., 2021; Pereira, 2016; Petrović & Jovanović, 2021; Wang et al., 2024; Williams, 2024). In a systematic literature review, Chiu et al. (2023: 11) present a framework for AI implementation by students and teachers.

Figure 1. AI in education (Chiu et al., 2023: 11)



On the one hand, using chatbots to adjust the level of instruction to match students' requirements and learning styles can lead to a more personalized learning experience (Essel et al., 2024: 9). Offering instant feedback and encouraging topic exploration through dialogue, chatbots help students enhance their critical thinking skills (Essel et al., 2024; Liang & Wu, 2024; Chiu, 2024). Liang and Wu (2024) note that students value ChatGPT's support in critical thinking but emphasize the importance of balancing tech use with human cognition.

On the other hand, AI allows teachers to efficiently adapt materials to diverse student needs, easing workload and supporting inclusive education, including for special needs learners (Garg & Sharma, 2020; Julien, 2024). In addition, AI tools assist in automated grading, as well as predict student performance based on analyses of previous student data (Chiu, 2024).

However, although GenAI brings a wide array of new opportunities for FL learning, it does not come without caveats. One of the most common challenges that follow the use of AI tools in higher education is the possibility of plagiarism. As studies have shown, even with relatively little prompting, chatbots can deliver answers hardly distinguishable from human answers, making it nearly impossible for teachers to detect plagiarism and cheating (Fleckenstein et al., 2024; Halaweh, 2024; Perkins et al., 2023).

On top of that, studies have shown that ChatGPT is unreliable for listening exercises (Aryadoust et al., 2024), and both students and teachers risk becoming overly reliant on AI (Kanesci et al., 2023; Julien, 2024), especially if lacking digital skills or institutional tech support (Celik et al., 2022).

Given the rapid advancement of AI technologies and their widespread use in education, it is imperative that educators maintain control over the teaching process and instruct students on responsible AI use. As AI increasingly influences the learning process, teachers need to reevaluate their practices and learn to meaningfully implement AI tools in their classes.

1.2. THE ROLE OF THE TEACHER IN THE AGE OF AI

Rather than questioning if AI will replace teachers, the focus has shifted to how it will transform their role (Hrastinski et al., 2019). Although there is a consensus that the teacher remains irreplaceable (Felix, 2020; Gentile et al., 2023), their role is evolving – from knowledge providers to facilitators who support learning in AI-enhanced environments (Indira et al., 2020; Ji et al., 2022).

Teachers in AI-enhanced environments should choose and integrate AI tools aligned with curricular goals and daily lesson flow (Pedro et al., 2019; Ji et al., 2022), while helping students develop AI literacy for their future efforts (Grassini, 2023). Some authors argue that both (teacher) educators and learners need to become AI literate (Grassini, 2023; Kandlhofer et al., 2016; Ng et al., 2021 in Rütti-Joy et al., 2023: 177). Therefore, teachers should be trained to recognize

AI-generated content and maximize the potential of AI in lesson preparation and evaluation, while students must understand AI's limitations, potential misuse, and the importance of verifying the output (Grassini, 2023).

The previously mentioned ethical concerns – ranging from data privacy to bias – underscore the teacher's ongoing role in moral and ethical guidance, which AI cannot replicate (Gentile et al., 2023). Despite the many possibilities AI offers for students, effective teaching goes beyond merely delivering facts: it involves fostering critical thinking, emotional intelligence, and adaptability (Ghamrawi et al., 2024). Besides, teachers are constantly motivating and inspiring students (Guan et al., 2020 in Ghamrawi et al., 2024: 8418; Indira et al., 2020), all while remaining uniquely qualified to provide emotional support, facilitate meaningful social interactions, and address nuanced contextual aspects of learning (Ji et al., 2022). Their humanness, including the ability to admit and learn from mistakes, models important life lessons (Felix, 2020). Additionally, through relationships and empathy, teachers create supportive environments that AI lacks the capacity to emulate (Ghamrawi et al., 2024). Another aspect where AI proves to be flawed is the demonstration of empathy and creativity, two uniquely human traits that remain essential in the classroom (Blankenship, 2024; Gondwe & Mtemang'ombe, 2024; Haleem et al., 2022).

Finally, despite the potentials offered by AI in FL learning, it is still unable to fully replicate the uniquely human aspects of teaching (Bertolin & Da Rin, 2020 in Ghamrawi et al., 2024: 8418). That is why the Teachers remain central to education, not as replaced figures, but as partners to AI – shaping character and adding a human touch (Indira et al., 2020; Ji et al., 2022; Pedro et al., 2019). Rather than replacement, AI should be seen as support, given that in the future the key to successful teaching and learning will lie in the collaboration between AI and teachers (Ghamrawi et al., 2024; Ji et al., 2022). This, however, further implies that the future of education lies in collaboration between AI and well-trained teachers equipped with "adaptability and continuous learning, collaborative and coaching skills, data-informed decision-making, and human-centered approaches" (Ghamrawi et al., 2024: 8424), competences identified as crucial for teachers in the era of AI.

1.3. TEACHER ATTITUDES TOWARDS AI IN EDUCATION

Given the previously described state of the art, it is no wonder that AI has sparked vigorous debates among teachers (Celik et al., 2022; Chounta et al., 2021; Kim & Kim, 2022; Lin & Chen, 2024). For example, Kim and Kim (2022) and Moorhouse (2024) note that experienced and tech-savvy teachers are more open to AI integration in class, although Kim and Kim (2022) add that it is mostly younger teachers that utilize new cutting-edge tech. Conversely, pre-service

teachers express anxiety over AI's complexity (Sanusi et al., 2024). The solution proposed across various studies is clear: integration of AI into teacher training (Chounta et al., 2021; Lee et al., 2024; McGrath et al., 2023; Moorhouse, 2024).

Aware of all the advantages of AI implementation in education, teachers feel there is a pressing need for institutional support and expert guidance, recognizing that they themselves might lack advanced technology knowledge. Beyond saving time, AI enhances instructional quality (Lee et al., 2024). In many ways, AI is aimed at enhancing the teaching process itself. As discussed in Chapter 1.1., teachers can clearly see the benefits of AI. AI-powered teaching tactics are even expected to have more equitable results among students of different backgrounds and needs (McGrath et al., 2023). Namely, all students can have unlimited access to AI, whereas teachers' omnipresence is quite questionable, if at all possible. This awareness reflects the growing demands placed on educators.

However, challenges persist. University lecturers in Lin and Chen's (2024) study perceived AI as impersonal, contributing to emotional detachment and reduced creative thinking. Constant surveillance triggered performance anxiety and fear of mistakes, while technical issues and unequal access further complicated implementation. Students began relying too heavily on AI, making teachers feel increasingly sidelined. These findings echo Chounta et al. (2021), who warned of diminishing teacher autonomy in highly digitized environments. Nevertheless, being conscious of the significance of AI literacy in the modern world, teachers maintain a favorable view of AI use in educational spaces and tend to utilize it in their teaching practices.

2. RESEARCH QUESTIONS AND METHODOLOGY

The rapid advancement of AI has sparked concerns that foreign language (FL) teachers could be replaced by AI tools. This study aims to explore how future FL teachers perceive the role of AI in FL teaching and learning. We formulated the following research questions.

RQ 1: How and to what extent is AI used in FL teaching at the tertiary level?

RQ 2: Why do students think that AI should (not) be integrated into the classes?

RQ 3: How could AI be integrated into classes?

RQ 4: In what ways does AI impact the development of the teacher's role in the classroom?

A three-part questionnaire was developed, combining close- and open--ended questions. Close-ended items gauged general attitudes toward AI use

in learning, while open-ended responses provided insight into participants' reasoning. These were thematically analyzed and coded by the authors using Saldaña's "coding by committee" method (2013: 35), with broader codes grouped into overarching themes.

The first section of the questionnaire gathered demographic data and general attitudes toward AI in teaching, consisting of closed multiple-choice or yes/no questions (for example, *Have you already used some AI tools (ChatGPT, Copilot, Gemini)?*). Demographic data included gender, language of study, year of study, and the location where high school was completed. General attitudes were assessed through dichotomous (Yes/No) questions, such as "Do you see yourself as a teacher in the future?", "Do you already have experience with teaching classes?", "Have you ever used artificial intelligence tools (e.g., *ChatGPT*, *Copilot*, *Gemini*)?", and "Do you think it is the teacher's responsibility to teach students how to use artificial intelligence tools properly?".

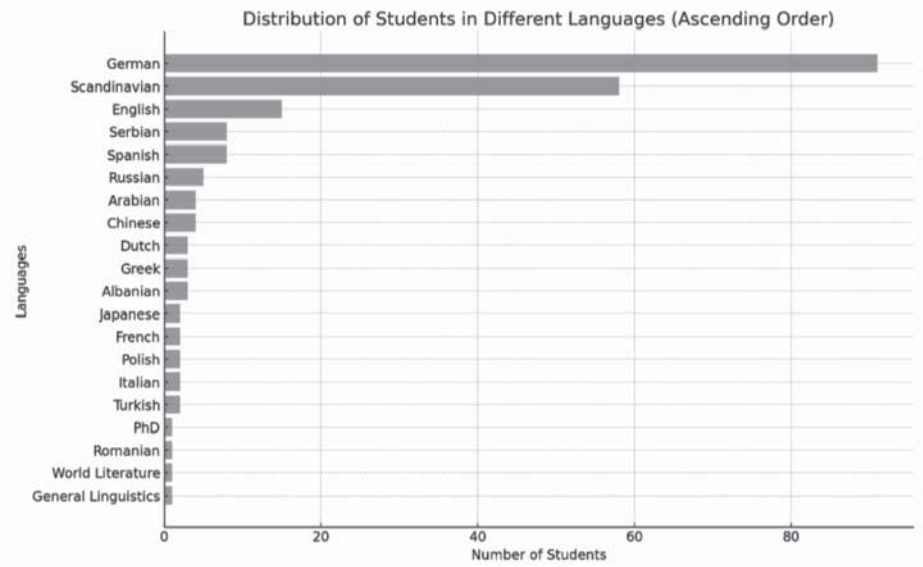
The second part explored AI applications and classroom experiences in FL instruction. It included a dichotomous (Yes/No) question on whether teachers should integrate AI, followed by open-ended elaborations. An ordinal scale multiple-choice question assessed the frequency of AI use by teachers (often to never). Participants also described, via an open-ended format, how their teachers used AI. Additionally, an ordinal scale multiple-choice question gauged AI's perceived impact on class quality, with options ranging from "positive impact" to "negative impact".

The third section addressed predictions of AI's impact on the teaching profession. It included ordinal scale multiple-choice questions on the teacher's role as an information transmitter and AI's impact on FL teacher demand. Dichotomous (Yes/No) questions, followed by open-ended elaborations, explored unique human teaching skills and whether AI could replace FL teachers within 10–15 years.

To test for statistically significant relationships, a Chi-Square Test for Independence was conducted between responses to question 5 (*Do you see yourself as a teacher in the future? Yes/No*) and question 8 (*Do you believe it is the teacher's responsibility to teach students how to properly use artificial intelligence tools? Yes/No*), as well as between question 5 and question 10 (*Do you think teachers should integrate artificial intelligence into teaching? Yes/No*) to determine whether or how the students' wish to become teachers impacts their disposition toward the use of AI in teaching. In addition, Cramér's V was calculated to determine the effect size.

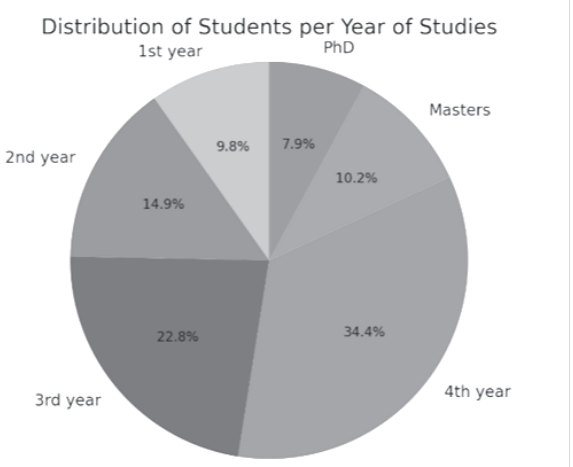
The questionnaire targeted language students at the Faculty of Philology, University of Belgrade, and was distributed online in spring 2024. With support from colleagues across departments, a total of 215 students filled out the questionnaire after giving their informed consent. Figure 2 shows the departmental distribution of participants.

Figure 2. Distribution of participants per department



Given the authors' departmental affiliations, it is unsurprising that most respondents study German or Scandinavian languages. As these are major departments within the faculty, the sample remains representative. Figure 3 shows a concentration of 3rd and 4th year BA students, likely due to fewer graduate students and limited confidence among first-year students.

Figure 3. Distribution of students per year of studies

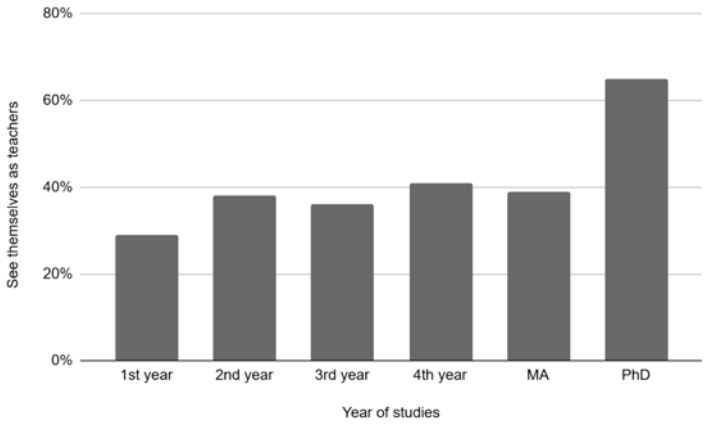


3. RESULTS

3.1. GENERAL INFORMATION

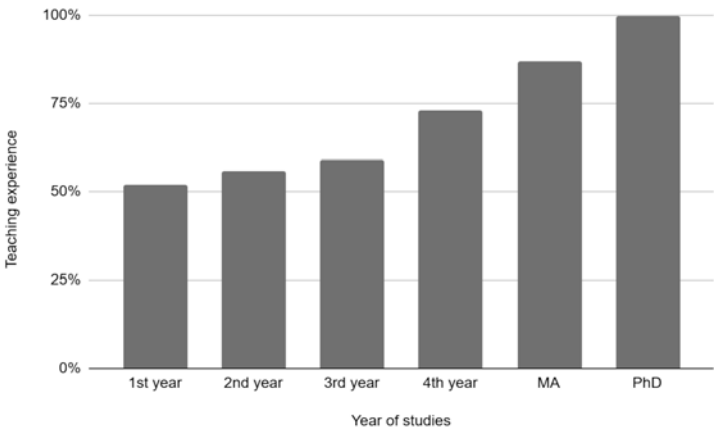
Although the Faculty of Philology is described as an institution that educates future teachers, the participants were asked to answer whether they see themselves as teachers in their future careers. Interestingly, the ones most motivated to become teachers were PhD students, while the interest among 1st year students was very low (Figure 4).

Figure 4. Teaching aspirations vs. year of study



The participants were then asked if they had previous experience in teaching. Expectedly, the number of participants who had experience was greater in the higher study years (Figure 5).

Figure 5. Teaching experience vs. year of study



Before discussing how AI should be integrated into lessons, participants were asked whether they believed teachers were responsible for teaching proper AI use and whether AI should be integrated at all. A slight majority responded positively (54% and 52.6%, respectively).

To examine a potential link between career intentions and views on teacher responsibility, a chi-square test was conducted. Results were statistically significant (Pearson $\chi^2 = 64.14$, $p < .0001$, Cramer's $V = .0146$), indicating that future teachers were more likely to support the idea that educators should teach AI use, while others were more divided.

Participants who supported AI integration were then asked to elaborate; their responses were thematically coded (Table 1).

Table 1. Ideas for using AI in teaching

Theme	AI for planning lessons	21%	AI for in-class activities	79%
Codes	Creating exercises and tests	9.9%	Vocabulary exercises	25.1%
	Outlining lessons	4.7%	Grammar exercises	22.8%
	Saving time for preparation	3.5%	Feedback	5.3%
	Composing texts	2.9%	Writing activities	5.3%
			Conversation activities (dialogues, pronunciation)	5.3%
			Learning how to use AI tools correctly	5.3%
			Scaffolding	4.7%
			Interactivity	3.5%
			Stylistics	2.3%
			Gamification	2.3%
			Revision	1.7%

Although the question focused on in-class AI use, many participants also considered its benefits from a teacher's perspective. They highlighted AI's usefulness for creating exercises, tests, and planning lessons. For classroom implementation, AI was seen as especially helpful for vocabulary building (e.g., synonyms, antonyms, contextual examples) and grammar learning (e.g., explanations, usage examples, error correction). Participants also noted AI's potential for scaffolding and personalized learning – such as simplified texts or extra exercises for strug-

gling students. Overall, AI was viewed as beneficial across all four language skills: reading, listening, writing, and speaking.

The participants who claimed that AI should not be used in FL teaching were asked to elaborate on their stance. The answers can be categorized as follows (Table 2).

Table 2. Arguments against AI in FL teaching

Code	%
Traditional teaching methods are successful enough	28.3%
AI threatens independent thinking and critical thinking skills	24.8%
AI makes mistakes and is imprecise	15%
AI threatens to dehumanize teaching	10.6%
Teachers should be the main providers of information	8.8%
There are more interesting ways to organize lessons	3.5%
The use of electronic devices should be reduced	3.5%
AI tools can be misused or abused	1.8%
Using AI threatens teachers	1.8%
Concentration and attention deteriorate due to the use of AI	1.8%

As can be seen in Table 2, the most common argument against AI was that traditional teaching methods (i.e. methods without AI) had been successful enough, thus the use of AI should be avoided. The second most frequent argument was that students would become overly reliant on AI, which would threaten their independence and autonomous learning. Consequently, students would not develop critical thinking skills, as AI would do the thinking for them. This is rather problematic, taking into account the third most common answer, which highlights that AI tools are still greatly imperfect, making grave mistakes, and giving very imprecise and vague answers. Based on these answers, it can be concluded that students are still worried about AI dehumanizing lessons.

3.2. EXPERIENCES WITH AI IN TERTIARY EDUCATION

Since they are relatively new, looking into the use of AI tools like *ChatGPT* in elementary or high school is irrelevant. However, 60.9% of participants reported that their university teachers had not used AI in class, meaning roughly 40% had encountered some classroom AI use.

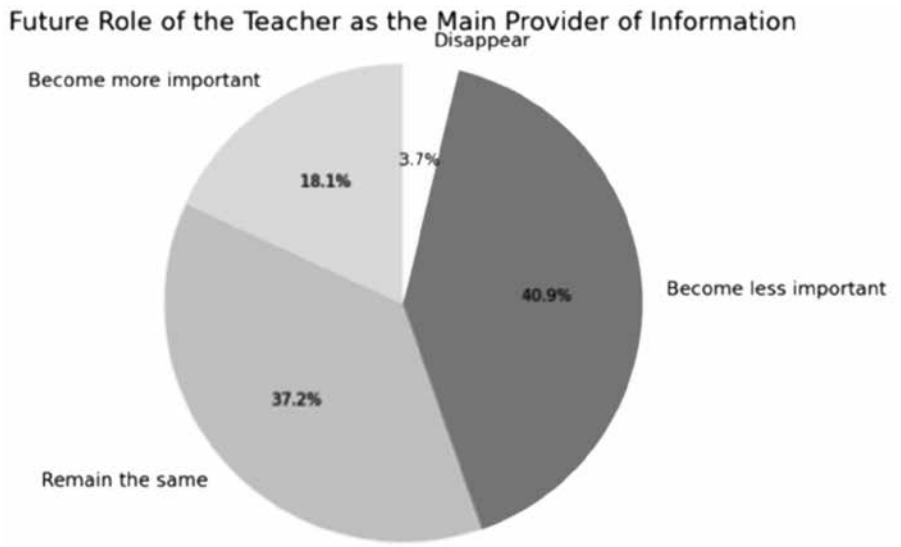
Those who had were asked to specify the tools and activities involved. Interestingly, many mentioned general digital tools (e.g. *YouTube*, *Kahoot*, *PowerPoint*), suggesting their terminology confusion about AI and digital technologies. The genuine AI-related responses, mostly referencing large language models (LLMs), included writing and translation tasks, such as comparing AI--generated texts or demonstrating AI's strengths and weaknesses.

Among participants whose teachers had used AI nearly half found it beneficial, while about 40% thought it offered only slight improvement. Overall, 86.6% believed AI positively impacted classes; around 10% saw no effect, and only about 2% viewed it negatively.

3.3. ROLE OF THE TEACHER IN THE ERA OF

Given the teacher's traditional role as an information provider, participants were asked whether this might change in the future. Many believed this role could diminish as AI technologies advance (Figure 6). Still, 37% thought teachers would remain the primary source of information, while nearly 20% believed the role could even grow in importance, suggesting that teachers were seen as more trustworthy than AI. Only about 4% held a pessimistic view, predicting that teachers might lose this role entirely.

Figure 6. Future role of the teacher as the main provider of information



To gain further insight into which parts of the teacher's role they deemed irreplaceable, the participants were asked to elaborate on the skills they thought only human teachers could impart. Their answers can be divided into three themes: the role of the teacher, soft skills, and technical and language knowledge (Table 3).

Table 3. Irreplaceable skills

Theme	Teachers' role	34%	Soft skills	47.1%	Technical/language knowledge	19.2%
Code	Teachers as pedagogues	25.4%	Critical thinking	16.4%	A flair for language	7.5%
	Teachers as role models	8.6%	Communication skills	11.6%	Phonology and pronunciation	4.9%
			Empathy	7.6%	Didactics	2.3%
			Social and emotional intelligence	6.3%	Practical knowledge	2.3%
			Personal qualities and traits	5.2%	Non-verbal communication	1.1%
					Correct use of AI	1.1%

As shown in Table 3, about a third of the responses emphasized the teacher's role as a pedagogue and an educator. The participants praised teachers' expertise, adaptability, ability to motivate, and capacity to foster creativity, critical thinking, and multiple perspectives. Also, many stressed AI could not replicate essential human traits, such as communication skills, empathy, and emotional intelligence. Consistently named personal qualities included responsibility, discipline, patience, perseverance, and a strong work ethic. These attributes, tied to the idea of the teacher as a role model, are often conveyed through example and personal engagement in the subject matter.

Finally, the participants were asked whether they believed AI could eventually replace teachers. Responses were: *Yes* (5.1%), *No* (84.6%), and *Maybe* (10.3%). Reflecting earlier comments, most participants did not expect AI to replace teachers soon (within 10–15 years).

A chi-square test showed a significant correlation between career intention and views on teacher replacement (Pearson $\chi^2 = 89.06$, $p < .0001$, Cramer's V =

.0122). Those planning to teach were more likely to reject the idea of AI replacing teachers. However, other influencing factors were evident and could be better understood through the participants' elaborations.

Table 4. Will teachers be replaced by AI?

Theme	Yes/Maybe	11.1%	No	88.9%
Code	Technological advancement	4.8%	AI will not replace teachers, only certain aspects of teaching	24.1%
	AI will replace teachers, but it will not be as good as teachers	2.8%	Personal contact	23.4%
	Accessibility	2.1%	AI is too imperfect	16.6%
	Lack of interest for the teaching profession	1.4%	Soft skills are irreplaceable	10.3%
			Specificity of language teaching	6.9%
			Teachers' expertise and experience are irreplaceable	5.5%
			Resistance toward the use of AI	2.1%

As shown in Table 4, the participants recognized that AI could take over certain aspects of teaching like personalization and supplemental support. Yet, many emphasized the irreplaceability of the human element in teaching. Some even argued that personal contact with teachers would become more valuable, as human presence inspires and motivates students. The participants noted AI's tendency to provide generic explanations, while their teachers offered more precise, creative, and engaging instruction. Concerns were also raised about AI's reliability. Most importantly, many felt that learning is most effective when facilitated by people. Duly, the participants believed that teachers play a vital role in developing students' soft skills, discipline, as well as emotional and social intelligence, areas beyond AI's reach.

Finally, in light of the declining popularity of the teacher profession, the participants were invited to express their opinions on the potential impact of AI advancements on the job market demand for teachers. Interestingly, their answers show a rather optimistic view, since most of the participants reported

they thought the demand would stay unchanged (43.8%). Additionally, about 15% of the participants believed the demand would increase.

4. DISCUSSION

This study investigated how foreign language (FL) students, particularly future language teachers, perceive the role of artificial intelligence (AI) in foreign language teaching and teacher development.

In response to the first research question on how and to what extent AI was used in FL teaching at the tertiary level, the participants demonstrated broad awareness of AI's current and potential applications. They cited learning personalization and AI's usefulness in material design as major advantages, confirming what is widely discussed in literature (e.g., Alhusaiyan, 2025; Chiu, 2024; Du & Daniel, 2024; Gan et al., 2023; Grassini, 2023; Mousavi et al., 2021; Pereira, 2016; Petrović & Jovanović, 2021; Wang et al., 2024; Williams, 2024). Specifically for language learning, participants noted that AI supported the development of the four key skills: reading, listening, writing, and speaking. However, they emphasized that AI could merely help create such exercises but not teach the actual performance of these skills. They also expressed skepticism about AI's functionality in teaching phonology and pronunciation, showing a clear preference for human voices over synthetic ones. This reflects findings by Aryadoust et al. (2024), who emphasized AI's limitations in developing listening tasks. Despite the proliferation of text-to-speech tools, students doubt AI can replicate human expressiveness or convey subtle language nuances.

For the second research question, which examined the participants' reasons for supporting or opposing AI integration in classes, responses reflected both enthusiasm and apprehension. Some, especially those pursuing a teaching career, viewed AI as a useful tool for improving instruction. Around 15% believed AI might even improve the profession's societal image by highlighting human traits like empathy and creativity in contrast to machine logic. However, about 10% feared that AI might dehumanize education and erode the interpersonal nature of teaching. These concerns mirror the broader discourse on the enduring importance of human elements in education (Blankenship, 2024; Felix, 2020; Gondwe & Mtemang'ombe, 2024; Guan et al., 2020 in Ghamrawi et al., 2024; Haleem et al., 2022; Indira et al., 2020; Ji et al., 2022). Critical thinking was regarded as a uniquely human skill AI cannot replicate, despite assertions that AI may help foster it (Chiu, 2024; Essel et al., 2024). Interestingly, the participants viewed AI more as a risk than a resource when developing critical thinking (Ghamrawi et al., 2024).

When asked how AI could be integrated into teaching (RQ3), the participants stressed that AI should support, not replace instruction. They noted

its usefulness when creating language exercises, drafting prompts, or offering automated feedback. Nevertheless, the preservation of human teachers as the main figure in class is strongly favored. AI was widely seen as a tool, and not a teacher, because it cannot convey cultural context, subtle semantic differences, or linguistic intuition. These require lived experience and nuanced understanding. The so-called flair for language was regarded as inherently human and not replicable by machines.

The fourth question addressed how AI affected the teacher's role. The participants viewed teachers as not only instructional experts but also as moral and ethical guides, especially in a digitalized world. Many emphasized teachers' obligation to educate students on responsible AI use. However, there emerges a discrepancy between the ideal and the students' awareness: few showed a strong understanding of AI misuse risks, echoing Grassini's (2023) concern that users often overestimate their digital competence. Several participants noted that AI, ironically, cannot teach its users how to use it ethically, highlighting the teacher's role in fostering digital literacy.

In addition, the participants stressed the nature of language teaching. Communication, unlike mere knowledge transfer, was described as an innately human activity. Even those fearing AI might someday replace teachers expressed hope this would not happen. Most argued that AI tools would never match the human touch, the emotional intelligence, or the life-based wisdom that define quality teaching. Thus, teachers are still being described as role models and mediators of knowledge, irreplaceable by AI (Liang & Wu, 2024).

While the study offers important insights, several limitations should be noted. The research was conducted at a single academic institution, which may affect the generalizability of the results. Additionally, the participants were students at varying stages of their studies, and many lacked teaching experience, possibly influencing their perceptions. The study relied on self-reported data, which may carry social desirability bias. Lastly, since AI and technological literacy are rapidly evolving, future longitudinal studies would help track shifts in attitudes and understanding.

The study's findings have pedagogical and practical relevance. Given the participants' mixed views and limited understanding of AI ethics, teacher education programs should prioritize AI literacy. Training should cover not only tool usage but also responsible implementation, critical evaluation, and ethical reflection. Moreover, teachers should call attention to the uniquely human dimensions of teaching, empowering future teachers to foster empathy, creativity, and intercultural awareness. As language learning remains deeply human, these values must guide the integration of AI in FL education.

5. CONCLUSION

This study reveals a complex perspective of future FL teachers on the integration of AI into education. While acknowledging the potential of AI to personalize learning, automate tasks, and provide valuable resources, students also express concerns about its limitations, including the risk of plagiarism, over-reliance, and the potential dehumanization of the learning experience. The findings underscore the enduring importance of the human element in education, particularly the teacher's role in fostering critical thinking, emotional intelligence, and moral development. Students still recognize the irreplaceable value of human interaction, empathy, and personalized guidance in the classroom. While AI can augment and enhance some aspects of teaching, it cannot fully replicate the multifaceted role of the teacher as a mentor, a knowledge facilitator, and a source of inspiration.

The findings suggest that the future of foreign language education lies in collaboration, not competition, between AI and teachers. Educators will need to adapt by developing AI literacy and integrating these tools meaningfully into their teaching. This study underscores the importance of continued research and dialogue to ensure AI enhances learning without compromising the human elements that make education impactful. Ultimately, the aim is to equip students with the critical thinking abilities and other skills needed to thrive in a world where AI plays an increasingly central role.

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РАЗВОЈ УЛОГЕ НАСТАВНИКА У ЕРИ ВЕШТАЧКЕ ИНТЕЛИГЕНЦИЈЕ: ПЕРЦЕПЦИЈЕ СТУДЕНАТА СТРАНИХ ЈЕЗИКА

Резиме: Ова студија истражује перцепције студената страних језика о интеграцији вештачке интелигенције (ВИ) у високошколско образовање и њен утицај на улогу наставника. Циљ студије је проценити свест, искуства и ставове

студената према ВИ у настави страних језика, као и њен утицај на улогу едукатора. За потребе истраживања, троделни упитник је примењен на 215 студената Филолошког факултета Универзитета у Београду. Анализа испитује опште ставове студената о ВИ у настави, њихова искуства са њом и њихова предвиђања о утицају ВИ на изгледе за каријеру наставника страних језика.

Резултати показују да студенти, иако препознају потенцијал ВИ за персонализовано учење и креирање ресурса, изражавају забринутост због превелике зависности од ВИ и дехуманизације наставе, истичући незаменљиву улогу људских наставника у подстицању критичког мишљења и нијансираних језичких вештина. Упркос признавању способности ВИ, учесници верују да наставници остају кључни за ефикасно усвајање језика и холистички развој ученика пружањем емпатије и вођства. Налази указују на то да будућност наставе страних језика лежи у уравнотеженој интеграцији ВИ и људске наставе, где технологија унапређује, а не замењује, суштинске педагошке вредности.

Кључне речи: вештачка интелигенција, ВИ у образовању, ВИ у настави страних језика, улога наставника и ВИ.