

Who am I as a language teacher in the age of AI?

This workshop is for language teachers and support staff who may work in a variety of settings. The integration of Artificial Intelligence into educational environments marks a significant moment of transition, compelling teachers to move away from established practices and critically reassess their professional identities, roles and responsibilities. A common question currently posed by teachers is: Will AI replace us and make us redundant? This suggests the need to strengthen teachers' capacity to show that they are not replaceable, and to bolster their ability to explain their expertise to people who are outside their professional circles. Some commonly held ideas around a language teacher's unique contributions include their capacity to draw on real-world experience, to motivate students, to show empathy and to adapt their teaching in a dynamic way to specific circumstances and students. However, such generic claims may come across as rather vague, while they are also incomplete and lack contextual and cultural nuance.

The aims of the workshop are: (a) to discuss how the advent of AI is affecting language teachers, and (b) to help teachers articulate their expertise and value, especially when compared with the capabilities of AI. The session is inspired by Käck's (2024) work with migrant teachers in Sweden—teachers from other countries undergoing a process of transformation as they learn new methods and reshape their teacher identities in Sweden. The session also draws upon the research of Anderson (2023 & 2024) which examines the construct of teacher expertise and illuminates the professional practices of expert teachers working in the Global South, as well as the expertise of language teachers. Participants will leave the workshop equipped with a practical framework for defining language teacher expertise and the ability to confidently communicate their irreplaceable value to learners, administrators and the wider community.