# The EFL Teacher as a Future-Skills Designer

## *Pedagogical Roles in an AI-Mediated Knowledge Economy*

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# AI is reshaping how knowledge is…




**What does this transformation mean for the role of the EFL teacher?**

Conceptual background: UNESCO [1, 2]; OECD [3]

# A role shift is already underway

FROM

**Language instructor**

Explains content
Corrects errors
Completes the syllabus

TO



**Future-skills designer**

Designs purposeful tasks
Structures collaboration
Guides judgement and responsible AI use

*The shift expands the teacher's role without reducing the importance of language instruction.*

Teacher-as-designer framing: Paniagua & Istance [6]

# Future skills in this study



## Agency & autonomy

Choice, self-monitoring, reflection and responsibility



## Collaboration & digital communication

Shared outcomes, peer interaction and purposeful participation



## Critical & responsible AI use

Verification, revision, justification and acknowledgement

**Language learning remains the vehicle for developing these capabilities**

Conceptual anchors: OECD Learning Compass [3]; UNESCO AI frameworks [1, 2]

# Three questions guided the study

1. How do EFL teachers perceive their emerging role as future-skills designers?
2. To what extent do they report integrating agency, collaboration, digital communication, critical thinking and responsible AI use?
3. What barriers and professional-development needs do they report?

# Study at a glance

**220**

eligible EFL teacher responses

**12**

countries represented

**30**

five-point-scale items

**3**

optional open-ended questions

**Cross-sectional descriptive survey**

**Convenience and snowball sampling**

**Descriptive statistics + qualitative content analysis**

*Scope: perceptions and self-reported practices—not direct measures of student learning outcomes.*

# Who responded?

**220**

**teachers across 12 countries**

Teaching sectors



Public schools 32.7%

Private schools 31.4%

Universities / colleges 30.5%

Higher institutes 5.5%

**83.6%**

had at least six years of teaching experience

**62.7%**

held postgraduate qualifications

**64.5%**

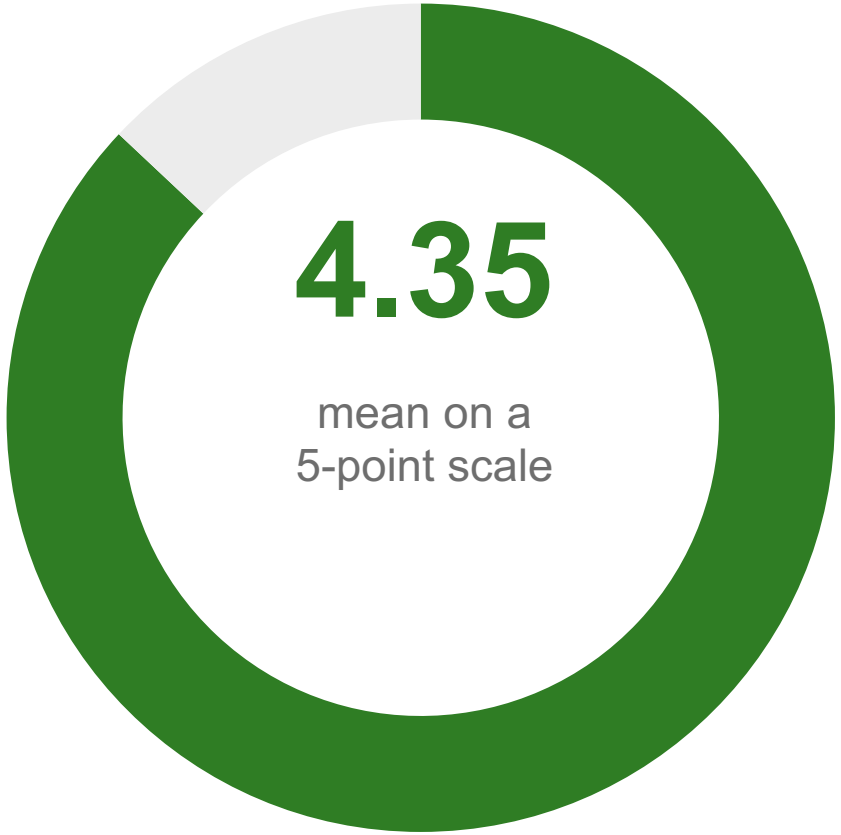
had educational-technology training

**25.0%**

had formal AI-for-teaching training

**Experienced and digitally active—but only one quarter had formal preparation for AI pedagogy**

# Teachers strongly accepted the expanded role




WHAT THE RESULT MEANS

**90–95%** agreed or strongly agreed with the four role statements

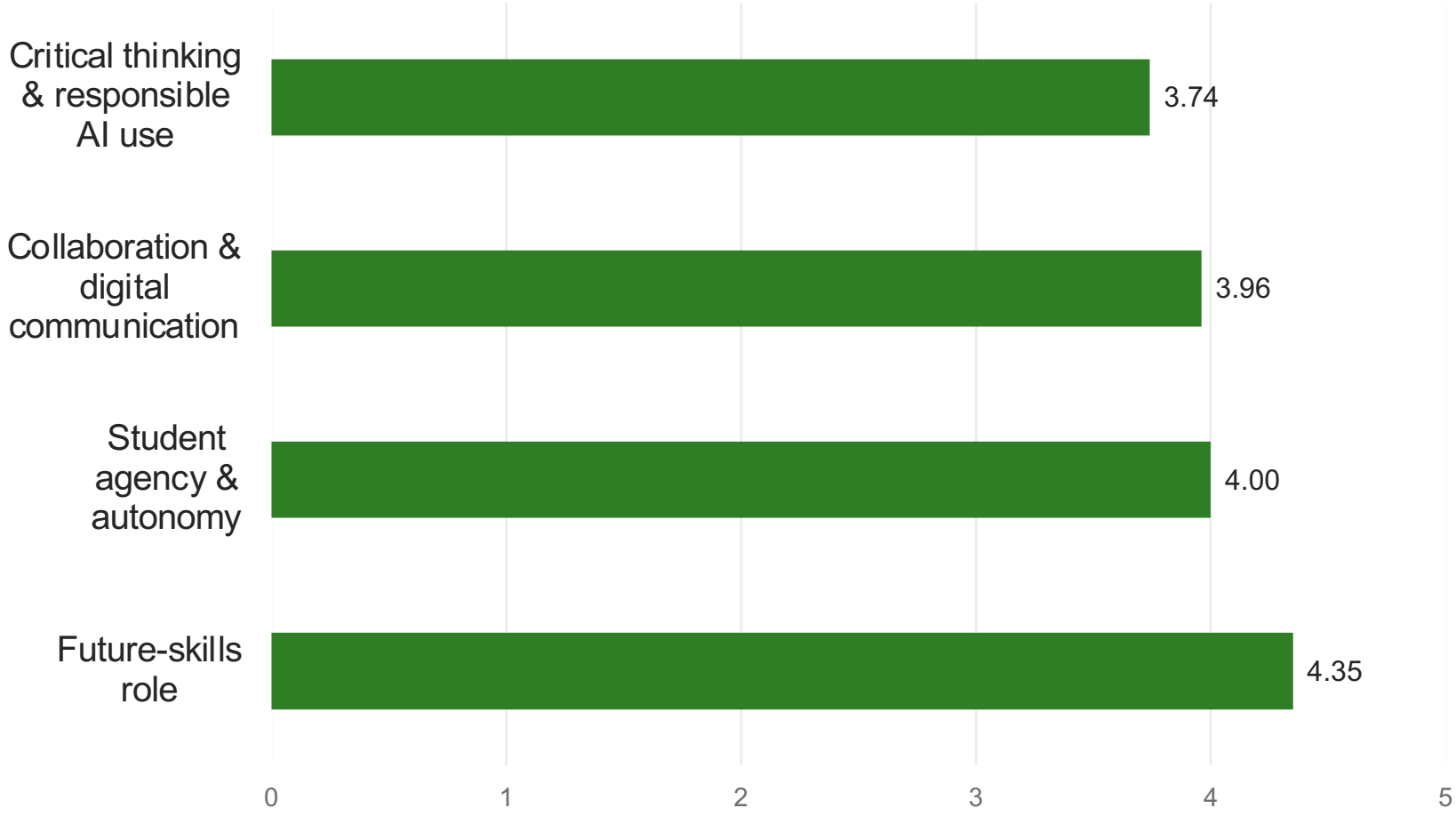
**M = 4.40**

Strongest agreement:

**AI requires reconsidering the design of learning activities and assessment.**

**The issue was not resistance to the new role—it was translating recognition into consistent practice.**

# Recognition was stronger than implementation




**The pattern**

**Teachers endorsed the role most strongly.**

Practices supporting agency and collaboration were frequent—but AI-related critical and ethical practices were less consistent.

**Possible belief–practice gap**

# Quick Poll

Dear colleagues, before discussing these figures, how necessary is formal training for EFL teachers to use AI effectively and responsibly?

- **A** Essential for all teachers
- **B** Important for most teachers
- **C** Useful, but optional
- **D** Not necessary; self-directed learning is sufficient

***Please type your letter in the chat.***

# AI use has moved faster than AI pedagogy



**70.0%**

used AI-supported tools often or very often

ADOPTION → PREPARATION



**25.0%**

had formal training in using AI for teaching

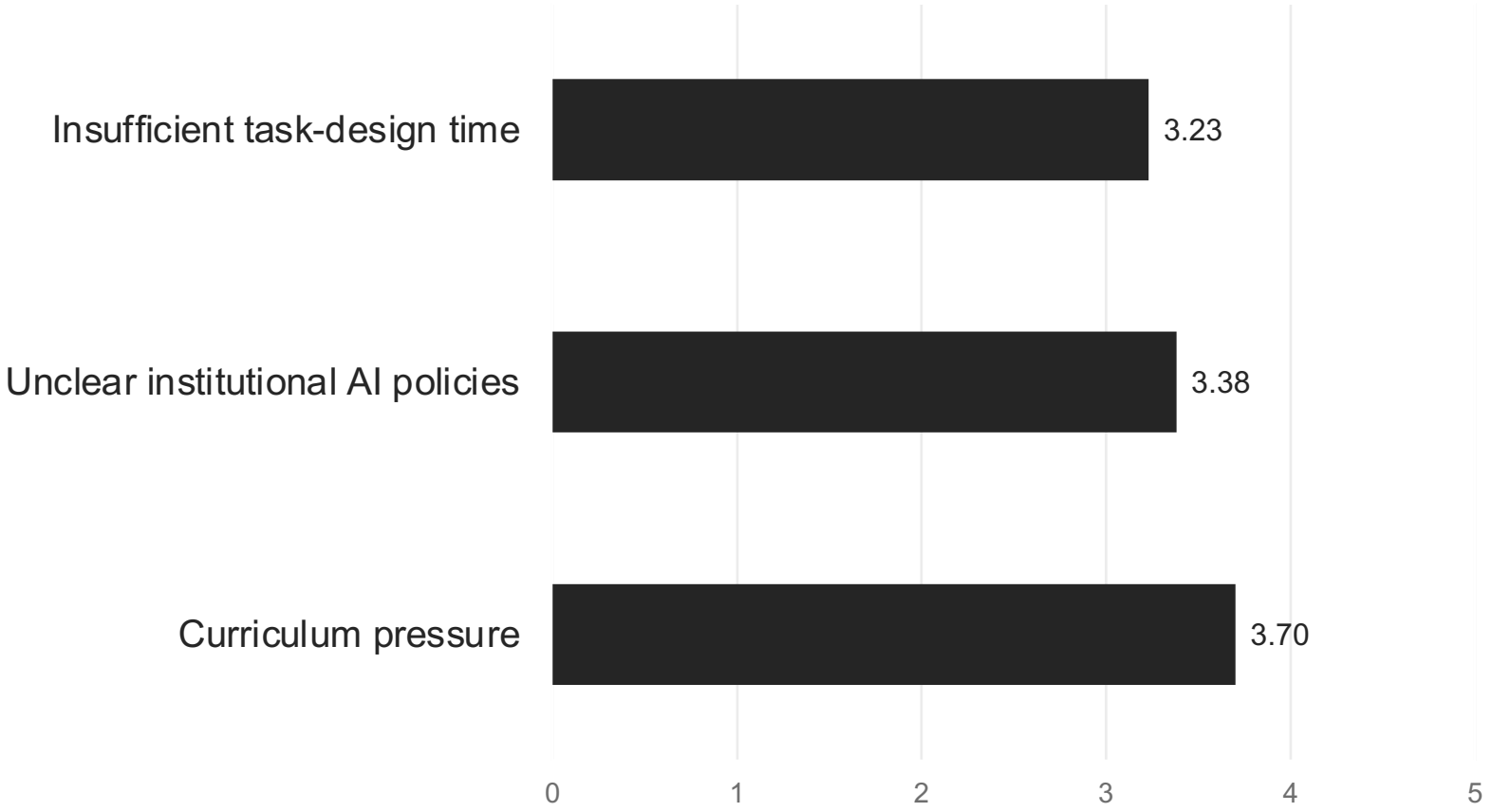
**49.5%**

often or always taught students to acknowledge AI use

**54.5%**

frequently required revision, justification or improvement of AI output

# The strongest barriers were structural



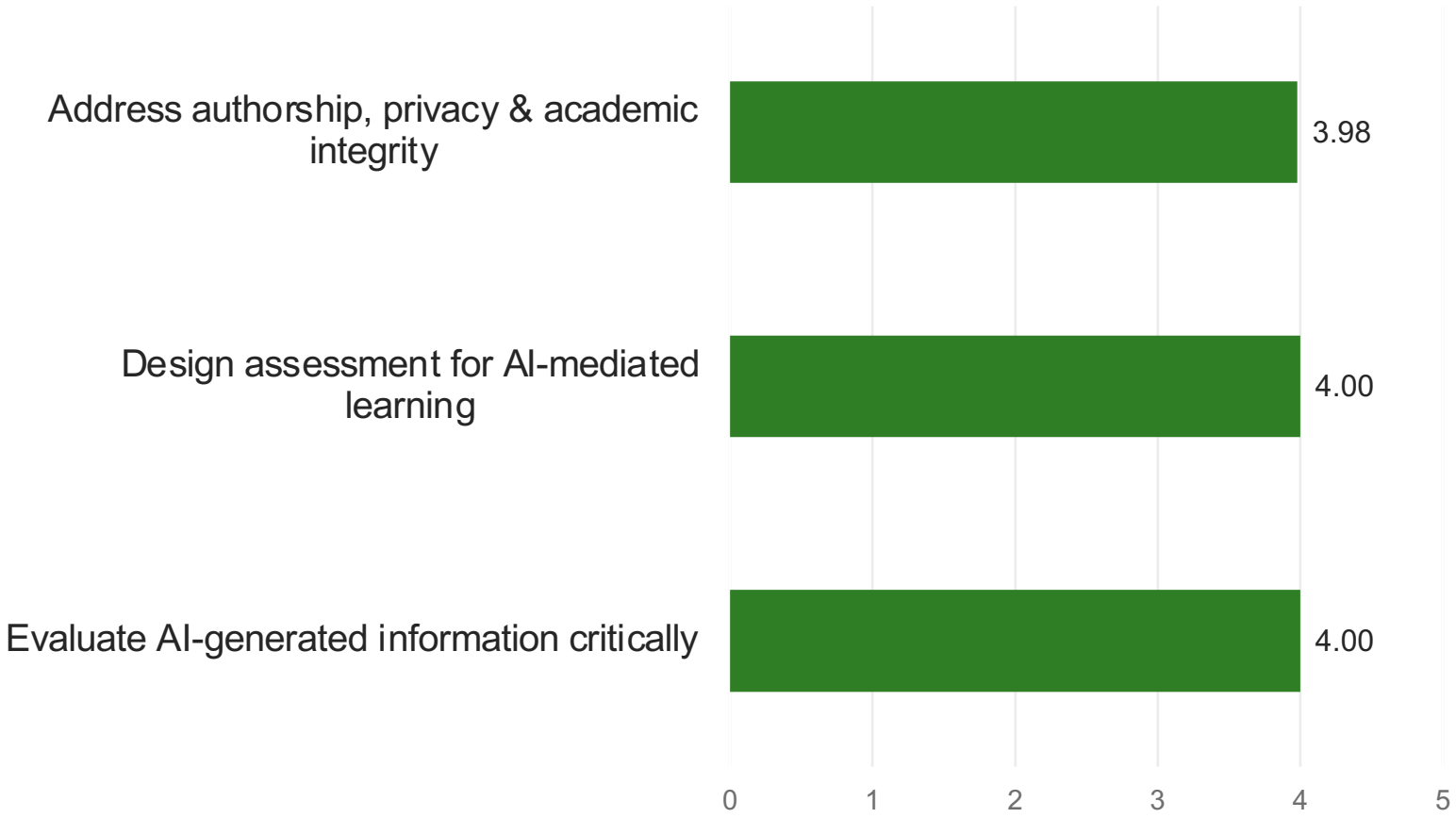

**70%**

rated curriculum pressure as a considerable or major barrier

**Integration cannot depend on individual teachers alone.**

*Moderate overall barrier mean: M = 3.25*

# Teachers want design competence—not tool demonstrations




**M = 3.90**

overall professional-development need

**Teachers need practical opportunities to design, test and refine AI-aware EFL tasks.**

*The highest priorities concerned evaluation, assessment and ethics.*

# From AI output to language learning



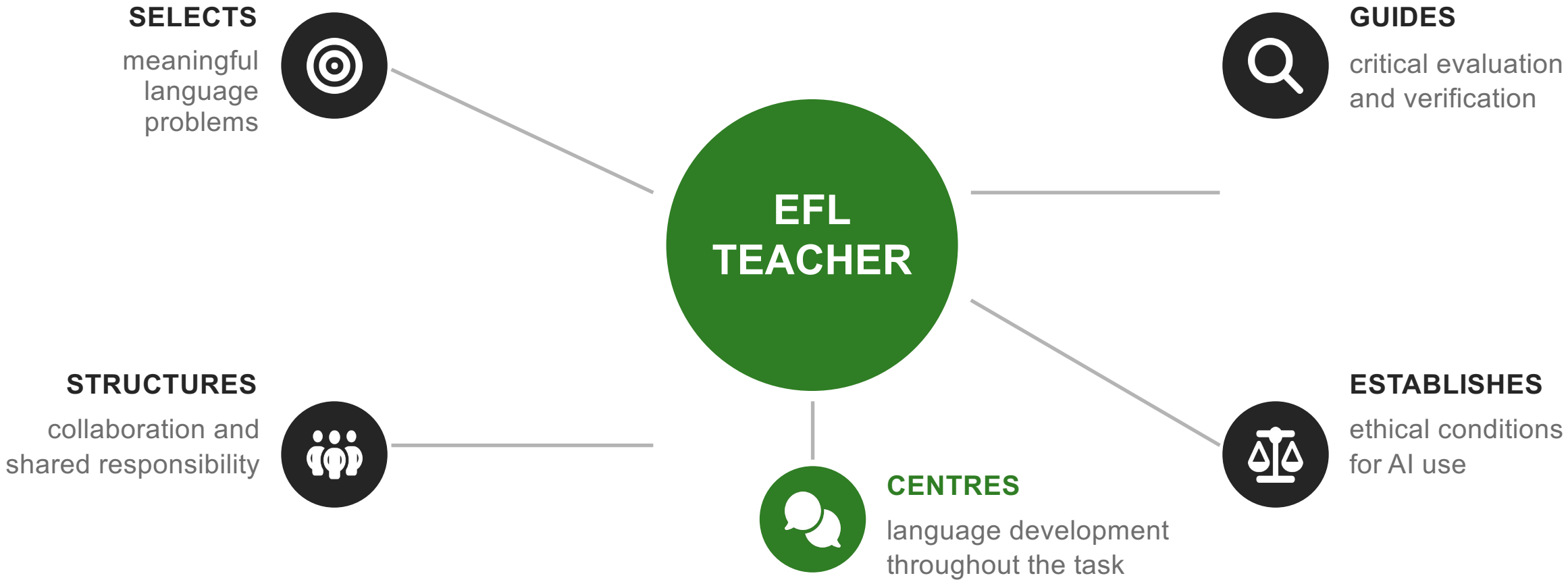
Generate / receive → Verify → Discuss & justify → Revise in English → Present & acknowledge

**Examples proposed by teachers**

- Evaluate AI-generated writing
- Check fabricated references
- Solve real-life problems
- Pronunciation with AI models
- Create digital travel plans

Sequence synthesized from participants' classroom-activity suggestions

# The future-skills designer in practice



# Moving from recognition to implementation



### Professional learning

- Design and test tasks
- Evaluate AI outputs
- Mentoring and shared models

### Institutional support

- Clear AI policies
- Reliable tools and infrastructure
- Protected design time

### Assessment redesign

- Revision and justification
- Process evidence
- Authorship and acknowledgement

**Responsible AI integration is a coordinated design challenge—not an individual teacher's burden.**

# Final takeaway

> **Future-skills design does not replace language teaching. It places language learning within authentic environments where students collaborate, solve problems, evaluate information, communicate digitally and make responsible decisions about AI-generated content.**

- **Teachers strongly accepted the expanded role.**
- Agency and collaboration were more established than responsible AI practice.
- Training, policy clarity, assessment models and design time are essential.

# Full descriptive results

| Dimension | Mean | SD | Selected finding |
|---|---|---|---|
| Future-skills role | 4.35 | 0.91 | 90.0–95.0% agreed with the four statements |
| Student agency and autonomy | 4.00 | 0.65 | 84.5% frequently promoted self-monitoring |
| Collaboration and digital communication | 3.96 | 0.52 | 95.0% frequently used shared-outcome tasks |
| Critical thinking and responsible AI use | 3.74 | 0.89 | AI acknowledgement and output revision were less consistent |
| Implementation barriers | 3.25 | 0.75 | Curriculum pressure was the strongest barrier |
| Professional-development needs | 3.90 | 0.73 | Strongest needs concerned evaluation and assessment |

*Note. All dimensions were measured on five-point scales, although the scale anchors differed by questionnaire section.*

# Selected references


[1] Miao, F., & Cukurova, M. (2024). AI competency framework for teachers. UNESCO.

[2] Miao, F., & Holmes, W. (2023). Guidance for generative AI in education and research. UNESCO.

[3] OECD. (2019). OECD Learning Compass 2030. OECD Future of Education and Skills 2030.

[4] Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). ChatGPT for language teaching and learning. RELC Journal, 54(2), 537–550.

[6] Paniagua, A., & Istance, D. (2018). Teachers as designers of learning environments: The importance of innovative pedagogies. OECD Publishing.

[13] Kohnke, L., Moorhouse, B. L., & Zou, D. (2023). Exploring generative artificial intelligence preparedness among university language instructors. Computers and Education: Artificial Intelligence, 5, 100156.

[21] Moorhouse, B. L., et al. (2024). Developing language teachers' professional generative AI competence. System, 125, 103399.

# Thank you

## Questions and discussion

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