



The People's Democratic Republic of Algeria
El Oued University Pragmatics and Discourse Analysis



Laboratory

The AI-Human Paradox

Exploring Teacher Identity and
Foreign Language Anxiety in the
Era of Generative AI

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A Binary Polarity in Higher Education



Pedagogical Empowerment

Generative Artificial Intelligence (GenAI) and Large Language Models (LLMs) arrive as unprecedented assets, promising radical administrative efficiency and pedagogical empowerment.



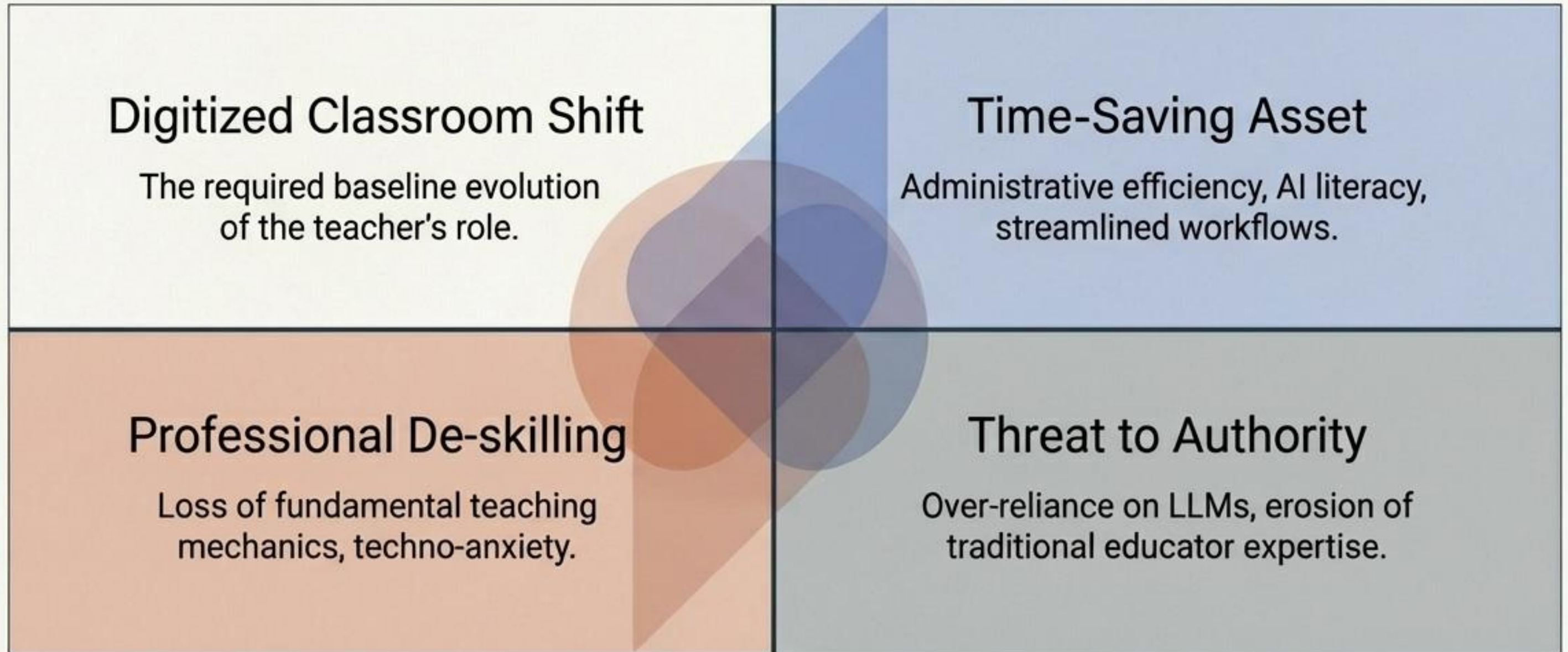
Professional Displacement

Simultaneously, they introduce an existential threat, fostering deep-seated fears of professional displacement and rendering traditional educational paradigms vulnerable.

Generative AI as a Two-Edged Sword

THE TWO-EDGED SWORD DIAGNOSTIC

Y-Axis: Professional Impact
(Displacement to Empowerment)



X-Axis: Functional Utility (Low to High)

The Foreign Language Crucible

Core Insight: In foreign language instruction, the 'human touch' is traditionally regarded as the central, indispensable component of language acquisition.



The Conflict: While LLMs can perfectly replicate syntax and grammar, their intrusion into the digitized classroom challenges the very essence of the language teacher's identity and their interpersonal role with students.

Investigating the Paradox: Empirical Methodology



Scope

**English & French
Departments**

(El-oued University faculty)



Method

**Comprehensive
Online Questionnaire**

(Descriptive research framework)



Metric 1 Focus

**Techno-Anxiety &
De-skilling**

(Measuring fear of professional obsolescence)



Metric 2 Focus

**Teacher-Student
Dynamics**

(Mapping shifts in the AI-augmented landscape)

The Limits of AI Literacy

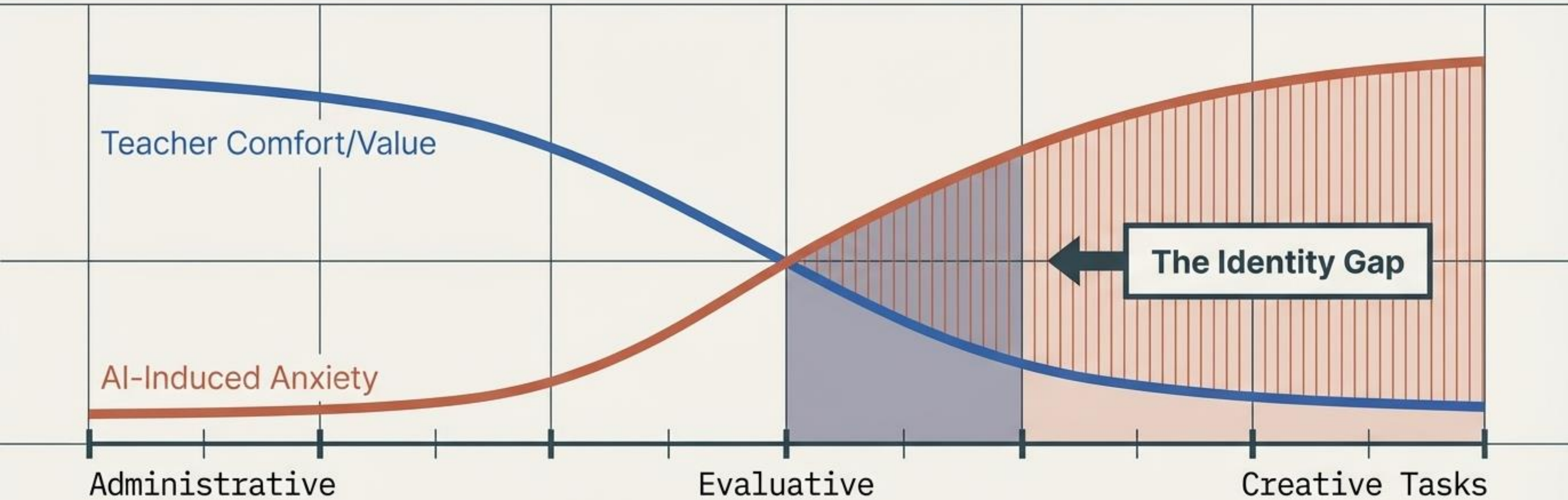
Data Insight: Descriptive statistics indicate a baseline correlation between AI literacy and professional confidence.

The Caveat: Knowing how to use the tool provides baseline empowerment, but technical proficiency alone does not resolve the deeper psychological frictions regarding the teacher's evolving role.



Trend line shows correlation fragmentation at higher literacy levels, highlighting psychological ceilings.

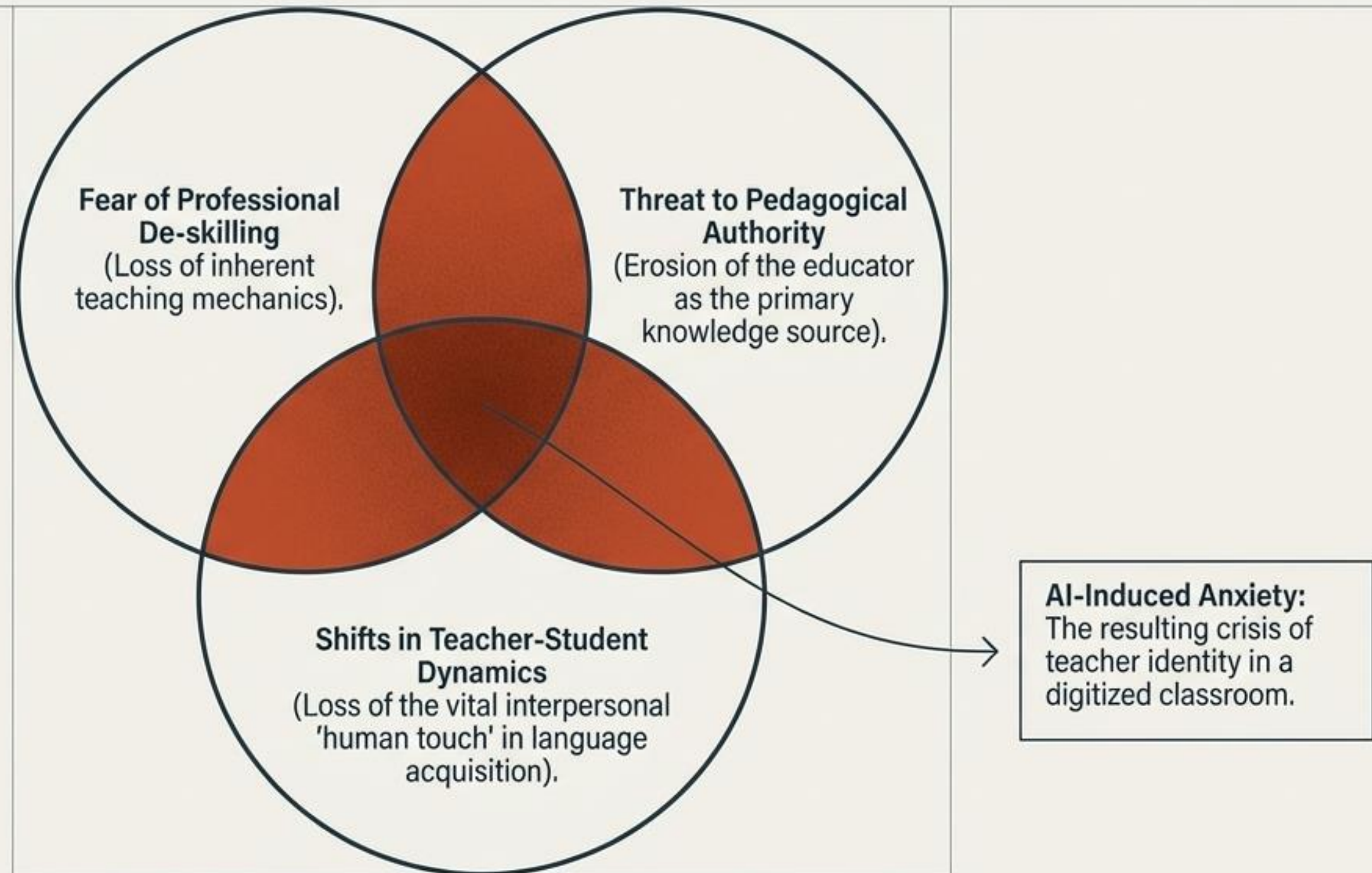
Locating the “Identity Gap”



High value for time-saving administrative tasks.

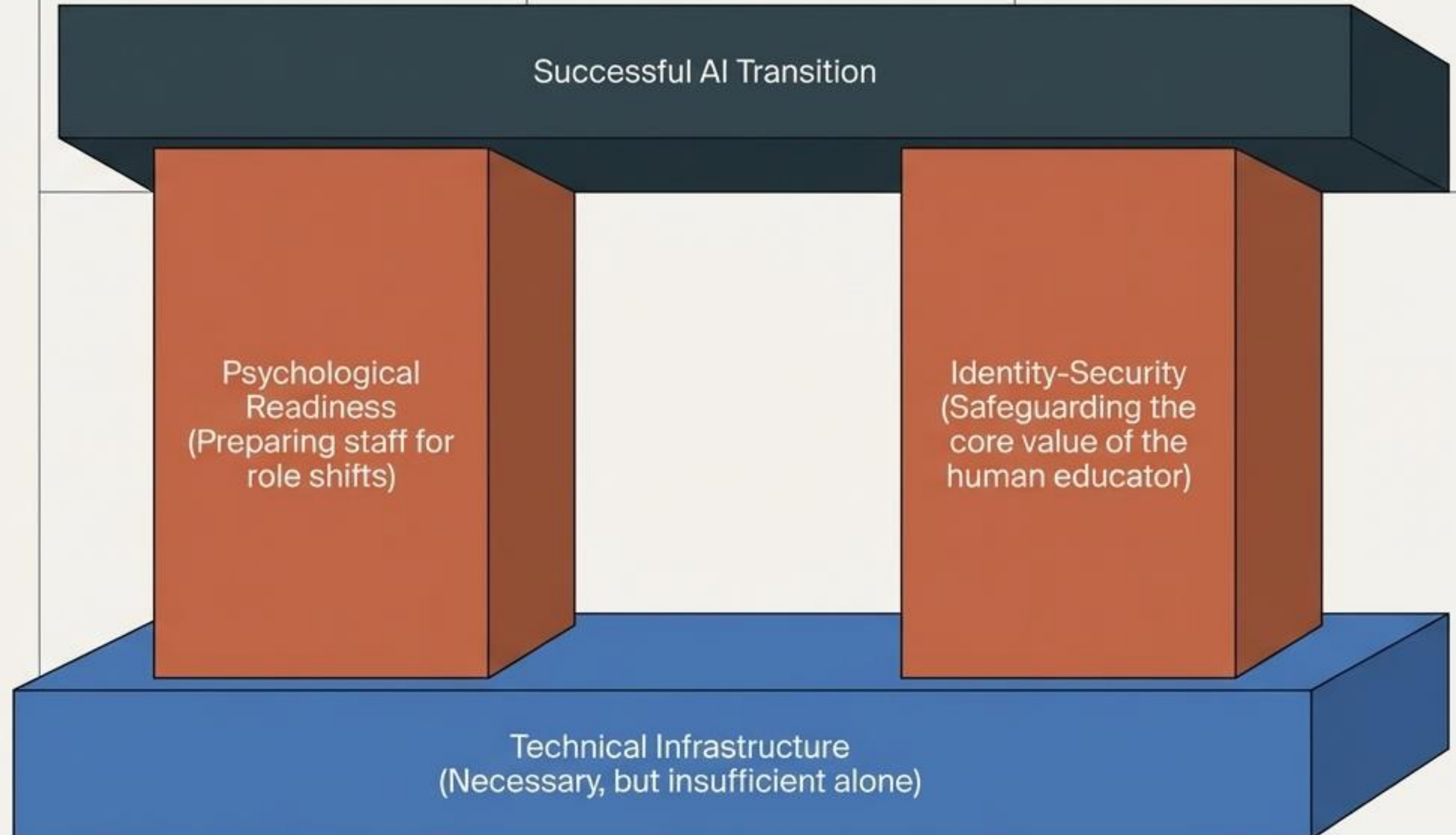
Severe identity friction when AI is applied to creative and evaluative pedagogical tasks.

The Anatomy of AI-Induced Pedagogical Anxiety

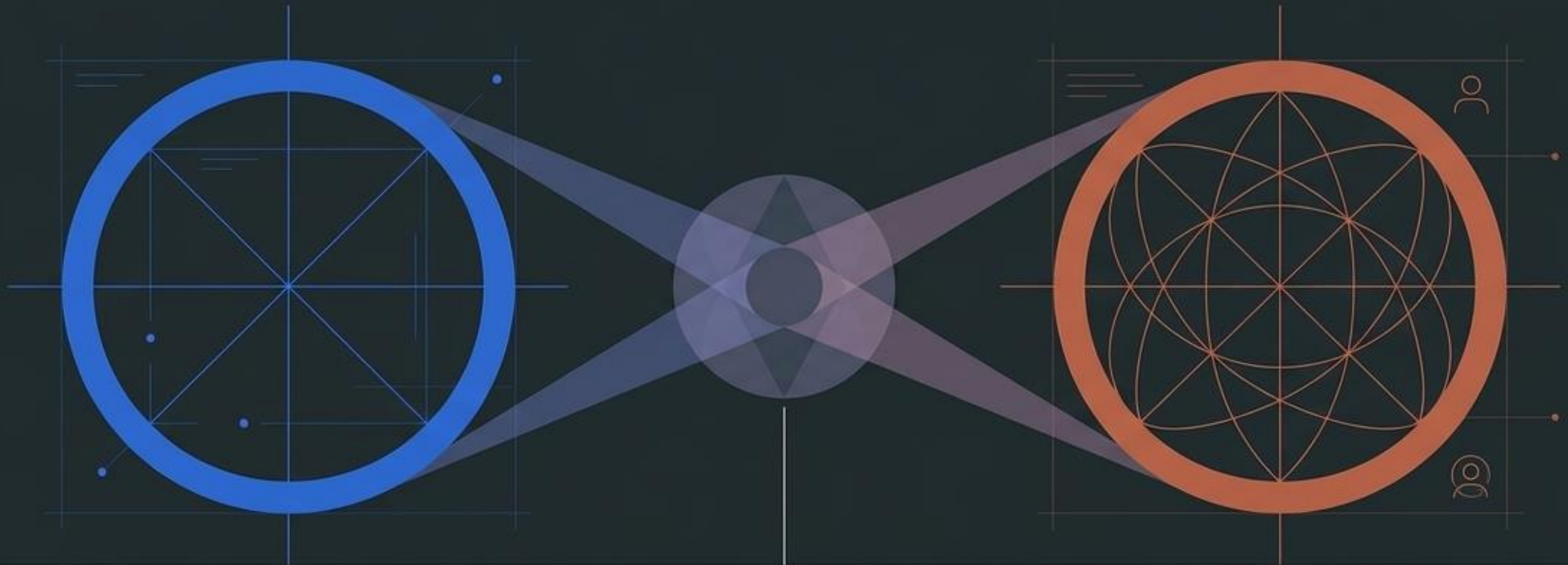


The Human-Centered AI Framework

Core Argument: An AI-augmented landscape cannot be sustained by software alone.



Balancing the Transition



Key Takeaway: The successful integration of Generative AI into higher education demands that we address the psychological readiness and identity-security of the teaching staff with the exact same rigor we apply to our technical infrastructure.