

Research on Generative AI-Enhanced English Major Teaching from the Perspective of Knowledge Co-Construction: A Case Study of the Course Survey of Major English-Speaking Countries

Jiangna Huang

School of Foreign Languages, Lanzhou University of Arts and Science, Lanzhou, Gansu, China

Abstract: The booming advancement of generative artificial intelligence (GAI) has brought unprecedented development opportunities, yet also introduced practical dilemmas for the teaching innovation of undergraduate English majors. Based on the theoretical framework of knowledge co-construction, this paper explores the theoretical basis and practical implementable strategies of applying generative AI to English discipline teaching practice. Taking the core course Survey of Major English-Speaking Countries as the research object, this study constructs a human-machine collaborative teaching system featuring “three dimensions, four domains and five stages” to support interactive knowledge co-construction between teachers, students and intelligent technologies. This research elaborates on the internal operating logic of the innovative teaching model from three core levels, including the restructuring of classroom interactive subjects, the scenario-based optimisation of teaching design, and the staged cultivation of students’ comprehensive thinking abilities. Different from the traditional view that regards AI as a simple teaching aid, this study argues that generative AI ought to be positioned as an intelligent collaborative partner in modern teaching scenarios. By promoting in-depth cooperation in curriculum content optimisation, classroom activity innovation, multi-angle teaching evaluation and educational ethical standard formulation, the GAI-supported teaching mode can effectively drive the transformative upgrading of traditional English teaching. It helps shift the single knowledge-centered teaching paradigm to a competency-driven teaching orientation, which focuses on fostering students’ cross-cultural cognition, critical thinking and comprehensive practical abilities. Furthermore, this paper targets prominent practical difficulties in current AI-

assisted English teaching, including insufficient technical accessibility, the shortage of teachers’ AI teaching application capabilities, blurred academic integrity boundaries and imperfect teaching quality supervision mechanisms, and puts forward corresponding feasible countermeasures and optimisation schemes.

Keywords: Co-Construction; Generative AI Technology; English Undergraduate Teaching; Curriculum Reform and Innovation; Human-Machine Teaching Synergy

1. Introduction

With the continuous iteration of modern digital technologies, generative artificial intelligence represented by ChatGPT, DeepSeek and other mainstream intelligent tools has been widely applied and popularized in educational scenarios. Equipped with superior natural language processing capability, flexible content creation functions and humanized intelligent interaction modes, such innovative technologies have opened up new possibilities for the teaching reform and practical innovation of college language and cultural courses. As a pivotal undergraduate discipline focusing on professional talent cultivation, English major education aims to cultivate high-quality talents with global perspectives, proficient cross-cultural communication skills and independent critical thinking abilities. Against such a technological and educational backdrop, ongoing curriculum adjustment, teaching optimization and pedagogical reform have become essential guarantees for English education to fulfill its fundamental talent cultivation goals and core educational responsibilities.

Serving as a mandatory core module for English undergraduates, the course Survey of Major English-Speaking Countries offers a systematic overview of the history, political systems, social

traditions and modern developmental changes of primary English-speaking nations. Occupying a crucial place in the English major curriculum, this course serves as a vital teaching vehicle. It helps students accumulate multicultural knowledge and gradually shape cross-cultural understanding as well as inclusive global outlooks. Even so, traditional instructional practices for this course still suffer from various persistent deficiencies that compromise teaching effectiveness and learning quality. For one thing, most prevailing textbooks lag behind the latest international trends and social updates, resulting in relatively obsolete teaching content that cannot reflect real-world changes. For another, classroom teaching excessively depends on static printed texts, lacking diverse multimodal resources and immersive interactive scenarios to support flexible learning. In actual classroom delivery, teacher-led lecturing still dominates the whole teaching procedure, which greatly limits students' active engagement and deep exploratory thinking. What's more, today's prevailing evaluation framework overprioritizes how well students can memorize knowledge by rote, yet it cannot deliver a fair judgment of their actual grasp of cultural connotations or their ability to think independently and critically. Taken together, all these real-world operational constraints stand in the way of this course hitting its originally designed teaching targets, and make it hard to meet the standards set for cultivating high-caliber professionals with strong foreign language proficiency.

The integration of generative AI into daily teaching activities has triggered extensive debates among scholars and frontline educators alike. At present, most instructors only regard generative artificial intelligence as a handy helper to look up materials and draft homework assignments. Treating intelligent technology in such a shallow, mechanical manner cannot match systematic curriculum design logic, so GAI cannot deliver substantial upgrades to the overall teaching framework and daily classroom activities. When students depend excessively on generative AI to complete regular coursework, academic integrity risks will inevitably emerge. Long-term reliance on intelligent tools makes learners grow used to passive learning modes and discourages independent thinking. As this habit persists, students will gradually lose the ability to conduct independent analysis and form objective critical viewpoints. Apart from

negative impacts on student development, generative AI itself carries inherent technical defects that hinder high-quality teaching delivery. Algorithmic bias toward specific cultures and frequent factual inaccuracies in machine-generated content are likely to mislead students' understanding of diverse cultural contexts. Under such circumstances, English major teaching reformers are confronted with an urgent core puzzle: educators must abandon the simplistic instrumental mindset toward GAI, integrate intelligent technology into all teaching and learning links, and construct genuine human-machine collaborative relationships. Such human-machine collaborative dynamics create better conditions for students to build knowledge independently and carry out thorough academic exploration. This real, pressing issue encountered in daily classroom delivery calls for more comprehensive theoretical analysis and focused trials of frontline teaching approaches [1].

Drawing from educational psychology studies around social constructivism and distributed cognition, knowledge co-construction theory breaks away from old educational assumptions that treat knowledge as static, objective and unalterable [2]. Reversely, it is heatedly discussed in the theoretical system that new knowledge can be formed and further developed constantly while students are engaged in peers' exchange and learning tasks related to context that are authentic to some extent. Moreover, it is a fresh lens to revalue and refine the courses which is provided by the distinctive point of view of generative AI. Educators are able to frame it and define it as an intelligent cooperator which is related in each stage of knowledge creation while GAI is not simply treated as an afterthought supplementary tool that is done by most teachers in traditional classrooms. In the arrangement, it develops a flexible, interconnected study environment in which the instructors, students and AI resources are engaged and ongoing dialogues can grow side by side. The paper regards knowledge co-construction theory as the fundamental guidance principle for unpacking the theoretical basis and actionable practical approaches used to embed generative AI in the university-level English professional teaching environment. All of them are centered on Survey of Major English-Speaking Countries that is considered as a compulsory core module for English majors in

this regard. The research aims to provide feasible practical references and innovative ideas for the curriculum reform of foreign language education in the intelligent digital era.

2. Re-Evaluating the Role of Generative Artificial Intelligence Based on Knowledge Co-Construction Theory

2.1 Core Connotations of Knowledge Co-Construction Theory and Its Pedagogical Enlightenment

Knowledge co-construction is fundamentally underpinned by Vygotsky's sociocultural developmental theory. Vygotsky proposed that high-level psychological capabilities do not stem from individual innate growth. Instead, they develop steadily through social interaction and the application of various cultural mediators in practical scenarios. Accordingly, individual cognitive development always occurs in specific social and cultural settings and is inseparable from situated social practices. On the basis of sociocultural theory, distributed cognition further enriches and expands the connotation of knowledge co-construction. Researchers of this theory argue that human cognition is never limited to individual thinking activities alone. It exists as a systematic interactive process, spreading across individual learners, auxiliary technical tools, physical learning environments and social interactive subjects. Combined together, these two theoretical systems constitute a complete theoretical support for the core connotation of knowledge co-construction. Both theories confirm that the generation and acquisition of knowledge are essentially social, context-dependent and dynamic developmental processes. This breaks the traditional stereotype of knowledge as fixed, static content that learners accept and memorize passively in classroom learning.

The knowledge co-construction theory offers profound practical guidance for the optimization of foreign language teaching. From this theoretical perspective, classroom teaching is no longer regarded as a unilateral process of knowledge indoctrination, but a joint interactive practice where teachers and students negotiate and construct meaning collaboratively [3]. Likewise, students' learning process shifts away from the passive reception of textbook knowledge. Instead, learners actively generate and internalize new understanding via

continuous communication and interactive discussion with teachers and peers [3]. In this sense, modern language classrooms should break away from the teacher-dominated lecturing model. It is essential to build dynamic learning communities that support multi-subject dialogue, joint exploratory learning, independent reflection and critical debate. Students are able to really learn and master the useful learning strategies and hone the practical communications' abilities only when they are engaged in the completed and genuine knowledge construction assignments accordingly. Nonetheless, the digital course resources go further in terms of the simple carriers that are utilized to transmit information if being analyzed from this theoretical perspective. They function as powerful cognitive aids for learners, participating deeply in every stage of knowledge generation and construction. Furthermore, such technical intermediaries help reshape students' thinking patterns and enable diversified, multi-dimensional presentation and output of learned knowledge.

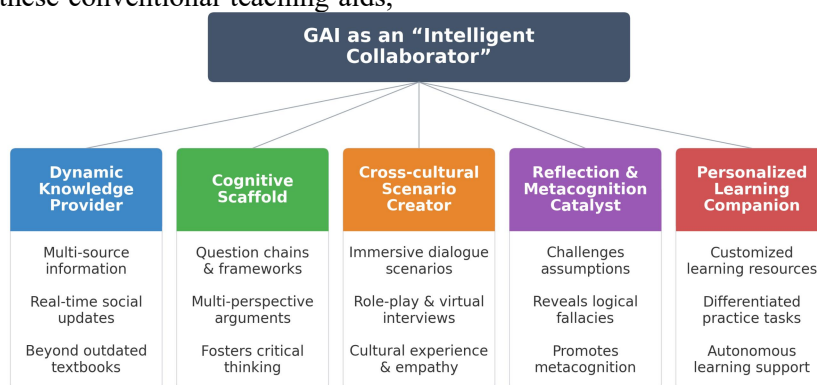
The functional characteristics of generative artificial intelligence in teaching scenarios are highly consistent with the core ideas of knowledge co-construction theory. In real classroom practice, GAI should never be simply viewed as a database of standard answers or a mechanical tool to help students complete routine learning assignments. On the contrary, it can be fully leveraged as an effective cognitive partner for learners. It supports interactive conversational learning, stimulates students' critical thinking initiative, provides personalized learning guidance tailored to individual needs, and builds authentic situational learning environments for classroom teaching [4]. In the instructional practice of cultural courses, the integration of teachers, students, GAI technology and course-specific cultural elements forms a multi-layered interactive teaching network. Within this systematic interactive learning environment, professional and cultural knowledge is continuously discussed, examined critically and reconstructed iteratively. Such dynamic learning procedures enable students to truly digest and internalize professional cultural knowledge, rather than just memorizing superficial theoretical formulas and fragmented textbook content in a mechanical way.

2.2 The Multidimensional Roles of GAI as an

Intelligent Collaborative Partner

Knowledge co-construction theory provides a unique analytical perspective to re-examine and redefine the pedagogical value of GAI in classroom instruction. Traditional computer-assisted teaching tools operate based on pre-set program logic, delivering rigid feedback and single-form multimedia displays with limited interactivity and adaptive adjustment capabilities. Different from these conventional teaching aids,

generative artificial intelligence acts as an intelligent collaborative participant in teaching activities, surpassing simple instrumental functions (see Figure 1). It is capable of providing diversified, adaptive and interactive educational support, which fundamentally renovates the interactive logic and internal development mechanism of classroom knowledge construction.



Note: The five functions are interconnected and operate in synergy, jointly defining GAI's role in teaching.

Figure 1. Five-Dimensional Functional Model of GAI as an "Intelligent Collaborator"

When looking at actual classroom teaching practices, generative AI performs remarkably well in generating timely, high-quality learning materials for English culture lessons. Traditional printed textbooks follow rigid publishing schedules and feature static content structures, which means their information grows outdated quickly and only offers limited viewpoints, making it hard to reflect ongoing real-life developments. In contrast, GAI is able to gather real-time information from diverse online channels and produce customized learning materials, statistical data and immersive scenario simulations. These outputs fully reflect the latest social evolutions and cultural transformations of English-speaking countries. To illustrate with the post-Brexit changes in the United Kingdom, GAI can integrate up-to-date research findings and multi-angle data analysis involving industrial restructuring, political mechanism adjustments and grassroots public attitudes. Such practical technological strengths effectively make up for the timeliness defects of printed teaching materials. Ultimately, they help enrich the dimension, diversity and contemporaneity of teaching content in cross-cultural courses.

Apart from updating and supplementing course resources, GAI also functions as a robust cognitive scaffolding to assist students in achieving deep learning, which carries great

pedagogical value for cultural course teaching. GAI can adapt to students' different learning stages and personalized cognitive needs, offering targeted thinking guidance via hierarchical questioning, standardized analytical frameworks, multidimensional interpretation and dialectic debate perspectives. When tackling complicated and contested course topics, such as American immigration policies, the tool can simulate the standpoints of various stakeholders involved in relevant issues. Such multi-dimensional immersive situational learning pushes students to weigh different standpoints, organize scattered pieces of information and carry out comprehensive integrated analysis. By repeatedly engaging in these interactive learning settings over time, students will gradually sharpen their capacity for independent judgment and critical thinking [5].

When delivering cross-cultural teaching sessions, generative AI brings distinctive, robust merits to constructing vivid learning contexts for pupils. The tool can craft realistic dialogue backdrops, tailor-made role-play outlines and mock virtual interview scenes, enabling students to hold interactive exchanges with digital cultural figures from various ethnic groups and social strata. For in-class practice, learners may launch thorough discussions with virtual avatars of Australian Indigenous cultural keepers regarding

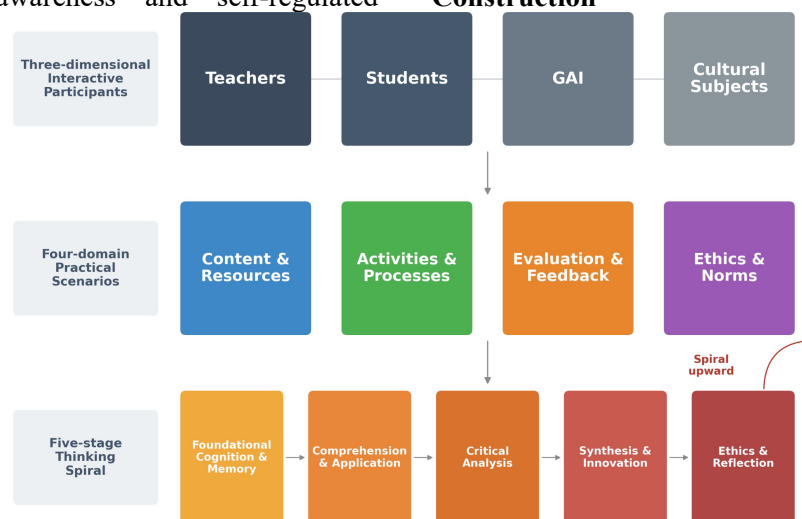
regional land entitlement matters. They are also able to converse with simulated historians researching Irish development to delve into discussions around national identity and the conservation of cultural legacies. Such immersive virtual exchanges break the constraints brought by rigid, text-based textbook narratives. Such firsthand learning experiences enrich students' embodied cultural perception, while fostering their cultural empathy and inclusive cross-cultural awareness.

Furthermore, GAI serves as a reliable tool to boost students' reflective thinking and metacognitive growth in learning processes. It is able to put forward targeted questions based on students' personal viewpoints and finished coursework, helping them reflect on their implicit assumptions and pinpoint unreasonable reasoning or logical loopholes in their analyses. Meanwhile, the technology urges learners to rationally judge the authenticity and credibility of AI-generated content, as well as reflect on potential cultural and contextual biases hidden in intelligent output. Repeated interactive practices of this kind effectively cultivate students' metacognitive awareness and self-regulated

learning competence. Gradually, learners will form sound academic habits, whereby they verify, examine and assess all kinds of learning materials rigorously before drawing their own objective conclusions.

Finally, GAI acts as a highly personalized learning partner that brings unique educational value to language learners. Fully adaptive to students' varied learning interests, uneven language proficiency and personalized cognitive traits, this intelligent tool can deliver customized learning resources, targeted training exercises and one-on-one evaluative feedback. This personalized teaching support greatly facilitates differentiated instruction and helps students build independent learning abilities. It also well compensates for the obvious drawbacks of traditional teacher-centered classrooms, which can hardly cater to personalized learning demands and individual differences among students [6].

3. A Three-Dimensional, Four-Domain and Five-Stage Teaching Model for Human–Machine Collaborative Knowledge Co-Construction



Note: Participants collaborate across the four domains, while thinking skills develop in recurring, upward spirals.

Figure 2. The “Three-Dimensional, Four-Domain, Five-Stage” Human-Machine Collaborative Knowledge Co-Construction Teaching Model

Combining years of frontline teaching experience in college cultural courses, this study constructs an innovative “three-dimensional, four-domain, five-stage” teaching model to support human-machine collaborative knowledge building (see Figure 2). Breaking away from the common practice of merely treating intelligent technology as a teaching tool, this model takes in-depth GAI classroom

embedding as its core design concept. Rather than simply applying GAI as a peripheral auxiliary device, the design integrates generative AI technology into every stage of classroom teaching and learning. This reform aims to realize a fundamental shift in teaching orientation. It transforms the traditional teacher-dominated knowledge indoctrination mode into a student-centered developmental teaching model,

which prioritizes in-depth cultural understanding and systematic cultivation of critical thinking abilities among English majors.

3.1 Reconstruction of the Three-Dimensional Interactive Participant System

The first dimension of this newly proposed model centers on the role restructuring of all classroom instructional participants. The introduction of generative AI effectively remodels the traditional classroom interaction mechanism, which used to rely entirely on two-way communication between teachers and students alone. It establishes an updated quadruple interaction framework that involves four core elements: teachers, students, generative AI technology, and curriculum-specific cultural learning content. Within this upgraded interactive learning ecosystem, all participating components have achieved fundamental role repositioning and functional optimization, fully adapting to the operational requirements of human-machine collaborative teaching and knowledge co-construction.

Learners also achieve thorough identity upgrading in this innovative teaching mode. No longer confined to passive knowledge reception as in traditional classrooms, students turn into active explorers of cross-cultural topics, cooperative creators of learning achievements, and critical reviewers of cultural stereotypes. In daily learning practice, students can leverage GAI's powerful information mining and content generation capabilities to independently explore various cultural phenomena of English-speaking countries. At the same time, they need to maintain rational critical awareness, carefully examine the authenticity and rationality of AI-generated content, and reflect on biased cultural perceptions existing in both algorithmic feedback and their own inherent cognition, thereby achieving continuous optimization of personal cross-cultural cognitive systems.

As a core participant of the interactive system, GAI undertakes unique and customized roles throughout the teaching model. It can serve as both a virtual cultural ambassador and a flexible cognitive interaction medium to assist classroom knowledge construction. Taking the unit of American political systems as a practical example, GAI is able to simulate diverse authentic identities, including congressional debate hosts, ordinary voters and professional policy researchers. Based on these simulated

personas, it delivers real-time public opinion statistics, comparative analysis of historical cases, and sorted viewpoints on controversial political issues. Such interactive functions convert rigid, text-based institutional knowledge in textbooks into vivid, discussable learning objects. Students can thereby engage in intuitive perception and in-depth academic debates, which fundamentally revitalizes the overall classroom learning experience.

Another dimension that is often overlooked is actually the cultural subject itself. In traditional teaching, the target culture is typically an object to be described; students learn knowledge about them. However, enabled by GAI, we can simulate the perspectives of specific cultural groups and generate texts reflecting internal cultural debates. This process animates the culture, making it subjectified and concretized, and transforms it into an "other" with whom students can dialogue, question, and even argue. This experience significantly deepens students' cultural understanding.

3.2 Design of Four-Domain Practical Teaching Scenarios

Rather than being adopted sporadically or arbitrarily within classroom sessions, GAI integration in this pedagogical model penetrates core instructional procedures across the entire teaching process, forming four logically connected and mutually supportive practical teaching domains.

In terms of curriculum content and resource development, the static and textbook-dominated teaching paradigm calls for innovative restructuring [7]. This study proposes a dynamic resource co-construction mechanism that breaks the constraints of fixed printed teaching materials. Under this framework, teachers formulate systematic thematic teaching frameworks based on curriculum objectives, while GAI dynamically produces diversified multimodal learning resources that align with specific instructional themes. Following this, teachers and students collaboratively filter available materials, conduct critical evaluation of resource validity, and reorganize valid content into structured learning resources. Taking the theme of New Zealand's Māori culture as an illustrative example, GAI is capable of retrieving and generating up-to-date policy documents, mainstream media coverage, and frontier academic discussions concerning indigenous

cultural inheritance and development. Through joint classroom discussion and rigorous screening, instructors and learners assess the representativeness, authenticity and academic credibility of these machine-generated resources. This iterative collaborative procedure enables the continuous iteration and optimization of thematic resource portfolios, thereby ensuring that course resources remain contemporary, comprehensive, and academically rigorous.

With regard to instructional activities and procedural design, this research develops a GAI-embedded activity chain centered on inquiry-based learning. To operationalize this model across the whole teaching cycle, learning procedures are divided into pre-class, in-class and post-class stages with differentiated GAI-assisted arrangements. In the pre-instruction stage, learners adopt GAI tools to carry out individualized preview sessions and sort out preliminary doubts and research questions for subsequent classroom exploration. During in-class instruction, teachers provide targeted instructional guidance for group-based cooperative learning. Students collaborate with GAI to complete a series of in-depth learning tasks, including situational role simulation, multi-dimensional information collation and comparative argumentation analysis. In the post-class learning stage, GAI serves as a sustained learning support, assisting students in expanding their research scope and conducting systematic learning reflection. The three progressive stages jointly constitute a closed-loop, iteratively upgradable inquiry learning system that underpins continuous knowledge co-construction. Teaching assessment and feedback mechanisms likewise call for systematic redesign. This study advocates the construction of a human-machine collaborative multi-dimensional evaluation framework that integrates process-oriented monitoring and summative judgment. In practical implementation, GAI undertakes preliminary analytical work on students' learning outcomes and records their evolving cognitive and thinking trajectories. Synthesizing machine-generated analytical results, teachers further focus on assessing the depth of learners' critical reasoning, the sophistication of their cultural cognition, and the originality demonstrated in academic outputs, so as to deliver targeted, individualized instructional guidance for subsequent learning improvement. The fourth core domain focuses on the co-

construction of instructional ethics and normative guidelines. Ethical cultivation ought to be integrated into every stage of teaching and learning [8], encouraging teachers and students to jointly examine implicit cultural prejudices, factual errors and underlying value tendencies embedded in GAI-produced content. Both parties can master fundamental skills for source verification and discourse identification, while formulating context-specific codes of GAI application for classroom use through collective negotiation and practice. Such ongoing instructional practices help students steadily refine their digital literacy and cultivate sound ethical judgment in intelligent learning environments.

3.3 Cultivation of Five-Stage Spiral Progressive Thinking Competencies

To achieve systematic cultivation of students' core academic competencies, the proposed teaching model establishes a cyclical five-stage framework for progressive thinking development. The initial stage focuses on foundational cognitive accumulation and knowledge memorization, enabling learners to grasp fundamental factual information concerning the history, society and culture of English-speaking nations. In this phase, GAI assists knowledge sorting and consolidation by generating interactive chronological timelines and visualized knowledge frameworks. As for the second study part, it highlights assisting learners to fully absorb course contents and use acquired knowledge in practical environments. When it comes to the phase, instructors are going to awake students by using cause-effect relations in many kinds of cultural phenomena, as well as promote them to use such relevant theories for solving simple and real tasks in different scenario. Regarding generative AI, it further delivers the structured case analysis templates that is clear and simulated scenes that are immersive, which provides students with the direct opportunities to practice hands-on analysis conditions. In the third part, it aims at making students engaged in the environment for enhancing critical analysis capabilities. However, the learners are required to dig deeply for finding out the hidden power structures and ideological undertones that are unclear within different cultural backgrounds when they are staying at the cultural narratives that are superficial. GAI is able to showcase the

conflicting points of view and texts that have subtle subjective leanings so that students will be motivated to dig out the contents that are biased and then conduct detailed analysis with the aim of building the balanced, unbiased viewpoints from their own perspective. In the fourth stage, it highlights the synthesizing information within the multiple sources and nurtures the creative thinking from another way. In this way, it is able to make students unify the materials that are scattered in the various references and the standing points related to the different parties, which helps to create the original insights and fresh perceptions for coping the complicated cross-cultural topics. In the last learning unit, it highlights helping students develop the rational judgement and sound ethical awareness accordingly. It aims at instructing the students to set up the reasonable criteria used for evaluating cultures, deepening and grasping cultural relativism, as well as forming clear behaviour rules and responsible study minds while they are studying along with AI tools. It is worth mentioning that this five-step learning framework does not advance in a fixed straight line. Instead, it works through repeated cycles and gradual progressive growth, which continuously lifts students' cognitive levels throughout all themed teaching modules.

4. Operational Design of Practical Teaching Pathways

4.1 Dynamic Co-Construction of Curriculum Teaching Content

The development of dynamic thematic knowledge repositories constitutes a core pathway for collaborative curriculum content construction. Centering on each key instructional theme of the course, instructors can build wiki-style open resource systems that integrate real-time GAI content generation with ongoing teacher and student iterative supplementation. GAI is adopted to regularly retrieve and screen authoritative news platforms, academic databases and official governmental documents, producing concise content summaries and objective trend analyses that reflect the latest cultural and social dynamics. On this basis, teachers and students further supplement localized research perspectives, personalized learning insights and critical reflective comments, jointly constructing a multi-perspective and layered knowledge system for

thematic learning. When confronting contested cultural topics, teachers can guide students to configure diverse identity parameters in GAI tools. Such tailored settings allow GAI to produce distinct viewpoints and reasoned arguments from the stance of different stakeholders, building reliable factual grounds and rigorous logic to support in-class academic debates. Beyond that, GAI's interactive dialogue simulation functions work effectively to build immersive virtual cultural environments for learners. As a practical example, the tool can recreate authentic daily conversations with modern South African college students to discuss how national identity has been shaped and reconstructed in the post-apartheid context. These immersive virtual exchanges greatly enhance students' situational involvement and emotional immersion in cross-cultural learning, helping them gain more vivid and tangible cultural experience.

4.2 Collaborative Implementation of Instructional Activities

Prior to official classroom learning, students can turn to GAI to sort out streamlined thematic previews for upcoming teaching content, covering key historical events, representative figures, and widely discussed academic and social controversies related to core course topics. Based on this basic pre-class knowledge framework, students can raise targeted questions for further exploration and in-depth discussion in formal lessons. Teachers collect and classify these student-initiated questions to clarify the core logical clue and key teaching priorities for each class [9]. The whole in-class teaching process follows a complete iterative workflow, including situational warming-up, human-machine joint inquiry, co-construction of learning outcomes, and reflective competence enhancement. For instance, in the teaching unit exploring British media and social development, GAI is capable of presenting comparative news materials covering the same social events reported by British tabloids and authoritative mainstream broadsheets. With GAI's ongoing support, students can carry out group collaborative analysis, identifying differentiated narrative strategies and hidden ideological orientations behind diverse media discourses. On this basis, they co-compose professional media critique reports and engage in collective discussions regarding the practical functions and

inherent limitations of GAI in media textual analysis. In the post-class stage, students further utilize GAI to undertake advanced creative and academic tasks. A typical practice involves completing short academic papers that explore and evaluate New Zealand's policy formulation and practical implementation in the field of climate governance.

4.3 Diversified Innovative Reform of Teaching Evaluation Mechanisms

Assessment reform constitutes a core driver of pedagogical renewal and requires multi-dimensional institutional optimization. The revised evaluation system covers four key indicators: linguistic competence, cognitive progression, cross-cultural cognition, and tech-enabled learning competency, thereby forming an integrated assessment framework. This study adopts a human-machine collaborative evaluation workflow for balanced and rigorous judgment. In accordance with standardized grading rubrics, GAI conducts quantitative analysis on students' linguistic performance and content structure to produce preliminary diagnostic results. Teachers further conduct manual review of learning outputs, focusing on the depth of critical thinking, rigor of argumentation, and uniqueness of cultural insights to complement machine-generated evaluation data. Additionally, performance assessment and learning growth portfolios are incorporated into the overall evaluation system. By recording students' learning trajectories throughout GAI-powered inquiry practices—such as their engagement in online discussions, complete human-machine interaction logs, and repeated revisions of coursework—teachers can conduct comprehensive evaluations on how students progress over time, as well as their practical competence in intelligent collaborative learning scenarios.

5. Practical Challenges and Optimized Strategies

Merely introducing digital intelligent tools into daily lessons cannot guarantee stable, effective operation of this teaching framework and its matched practical strategies. When teachers put this instructional design into real classroom practice, four prominent bottlenecks will emerge, all of which deserve in-depth academic discussion and repeated reflective exploration in frontline teaching.

A prominent obstacle in real world is formed in uneven availability of digital tolls in daily practices after putting this teaching framework into using environments. Even if generative AI tools have become widely accepted increasingly in education area, the big gaps are still remaining in different regions and schools when it comes to the hardware setups, stable internet connections and learning materials that are accessible and intelligent in this area. While students are unable to gain fair, stable entry to GAI platforms, the collaborative inquiry assignments forming the core of this teaching design are unable to operate smoothly, so it possibly further stretches existing disparities for the teaching quality. Colleges and universities can ease this problem by boosting financial support for campus digital infrastructure. Building sustained cooperation with trusted GAI service providers, launching unified permanent access portals and organizing basic skill training workshops for students can greatly lower technical obstacles and guarantee that all learners are able to join AI-supported classroom activities without exclusion.

As for the second major difficulty which stays within the insufficient digital abilities of teachers, it stops the practical rollout of the teaching framework that is proposed in this regard [10]. The teaching model which is newly devised has set up the higher comprehensive requirements for front-line educators. With the purpose of delivering the effective lessons in such a framework, instructors are further required to master the basic GAI operations, as well as fully realize the inherent limitations related to this category of technology so that the class activities that seamlessly integrate AI resources will be designed. Moreover, students will be guided to utilize intelligent tools when they acquire the critical thinking and academic integrity. In daily teaching scenarios, a large number of educators stay cautious, or even resist introducing generative AI into routine instruction. Such reluctance mainly stems from anxiety over unfamiliar digital technology and the difficulty of breaking away from long-established traditional teaching mindsets. Short, one-off technical workshops alone are far from enough to resolve this practical dilemma. Instead, schools ought to establish persistent teacher communities focused on teaching research and experience sharing. Within these platforms, instructors can share authentic classroom cases, discuss recurring difficulties encountered during

model implementation, and jointly draft feasible optimization solutions. Ongoing peer communication and collective lesson research allow teachers to develop a holistic understanding of both the educational merits and potential drawbacks of GAI. Alongside this process, they can steadily build confidence to incorporate intelligent tools into daily classes following standardized procedures, with high efficiency and a primary focus on students' growth.

In the third point, to keep the academic honesty is confronted as the prominent practical challenge by the teachers when they are engaged in the daily instructions. Generative AI is able to produce academic texts that are polished and fully formed while little human effort is being made, so it attracts plenty of learners to submit the AI-generated contents that are unmodified as their own school tasks. Conventional plagiarism detection programs are not equipped to identify machine-written passages, creating weak oversight over unethical academic conduct [11]. Relying purely on technical restrictions will not resolve this problem fundamentally, which makes comprehensive revisions to evaluation systems a more reliable and long-term solution. First of all, educators need to shift their grading priority from final finished assignments to the whole learning process. Learners are required to submit process records such as complete dialogue histories with generative AI, successive revised drafts, and transcripts of in-class presentations. With these supporting documents, teachers can precisely evaluate students' actual participation and authentic cognitive growth throughout the course. Additionally, instructors can design coursework that cannot be easily finished by AI tools. Examples include personal cultural reflection journals based on students' direct real-life observations, argumentative essays refined through offline group debates, and empirical research papers supported by credible first-hand evidence. This redesigned task framework redefines generative AI as a supplementary learning resource rather than a substitute for independent academic exploration. It also helps students develop rational, accountable habits of using intelligent tools that comply with standard academic requirements.

In the last point, it is further correlated to the intrinsic flaws and latent cultural biases that are prominently presented in contents produced with the help of the generative AI. These intelligent

systems that trained on the large volumes of online data that is publicly available, will inevitably contain the ingrained cultural prejudices, the factual mistakes, as well as the subjective value tendencies so that the regular technical updates and optimizations can possibly fail to remove them completely and thoroughly. These unavoidable shortcomings pose substantial risks to foreign language instruction and cross-cultural learning. When generative AI delivers one-sided accounts of social phenomena and affairs in English-speaking countries, students tend to treat these biased narratives as objective facts, which worsens cultural misunderstandings and entrenches rigid, narrow stereotypes. Against this backdrop, learners utilizing AI for study must cultivate two essential competencies: validating the authenticity of acquired information and detecting implicit bias in various texts. They need to maintain a critical and rational attitude towards all AI-produced content and verify every learning resource by cross-checking multiple authoritative references. Meanwhile, teachers must continuously improve their ability to critically assess AI-generated teaching materials. Prior to each class, instructors should conduct thorough reviews of all AI-assisted teaching resources. They can also arrange focused in-class discussions to examine, analyze and rectify biased or factually incorrect content. This practical teaching approach guarantees precise, authentic and standardized knowledge building in all cross-cultural teaching activities. In the core part, after the generative AI is integrated into foreign language instructions, a overhaul of traditional educational practice that is full-scaled is generated. Nonetheless, the pedagogical transition appeals for the synchronized enhancements within various areas ranging from the instructional philosophies, assessment mechanisms, as well as the completed learning abilities of both the educators and the students themselves. Digital intelligence only supplies foundational technical backing for educational innovation. Whether such teaching reforms can achieve satisfying results hinges on complete classroom reorganization that stays consistent with preset teaching objectives and sound educational logic.

6. Conclusion

The rise of generative AI has opened up transformative possibilities to overhaul the

existing instructional paradigm for English major education. Even so, treating GAI merely as a functional learning tool fails to unlock its full educational potential, while also bringing hidden risks such as superficial cognitive development and improper academic behavior. Based on the theoretical framework of knowledge co-construction, this study redefines GAI's role as an intelligent pedagogical collaborator in classroom settings and constructs an original teaching model with a three-dimensional, four-domain and five-stage framework to facilitate human-machine collaborative knowledge construction. This model reshapes the interactive relationships among teachers, students, GAI tools and cultural curriculum topics. It also establishes complete collaborative teaching mechanisms that cover curriculum content design, in-class activity arrangement, whole-process assessment systems and standardized ethical guidelines, while building a spiral progressive learning path to support layered cultivation of students' comprehensive thinking abilities. This study's findings deliver credible theoretical foundations and actionable teaching guidance for deepening generative AI integration into core English-major curricula, especially the course A Survey of Major English-Speaking Countries. Future researchers may launch long-term empirical tracking studies to observe how this teaching framework continuously improves students' major-related abilities over extended learning periods. In addition, more explorations can focus on whether this model works well across diverse courses and different school environments, together with customized improvement plans tailored for various teaching scenarios. In follow-up work, it is going to enrich the theoretical foundations, as well as the practical operational modes for foreign language education that is related to AI assistance.

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