

The Role of Language Facilitators in Fostering Critical Thinking and Creativity Amid AI Growth

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Abstract

In the context of accelerated growth of AI, this review centres on the part plays by the language facilitator in stimulating critical thinking and creativity while teaching an aspirant a foreign language such as English. A large number of youths, even if they are technically upgraded, lack critical thinking which constitutes prominent part of one's intelligence and expertise. In this study, talk on incorporating critical thinking and creativity in to the curricula, implementing sequential method at discrete grade levels and its positive implications on the learners would be initiated. Application of AI tools and learning platforms in the education sector shares the space in this study and this paper stresses more on the perils of such technological innovations as it creates a room to magnify the role of an educator in the case of teaching human intelligence. On the whole, this study weighs more importance to the teaching methods to enlarge human intelligence such as critical thinking and creativity rather than relying heavily on AI tools and applications.

Keywords: critical thinking, creativity, Artificial intelligence, Human intelligence.

1.Introduction

Critical thinking, a vital trait which aids an aspirant to think, conceptualise, analyse, navigate complex problems, make decisions and to develop a thinking horizon independently. It is a fundamental skill required to possess by the students to combat distinctive challenges and threats effectively both in academic and real-life paths. Generally, it is perceived that critical thinking abilities are not purely intrinsic and it is stressing on the point of acquiring such capabilities by incorporating critical thinking in to the academics. The foremost discussion with regard to the concept of Critical Thinking in curriculum was carried out by John Dewey in 1916 (Kuhu 1999). He ascertained Critical Thinking as a problem-solving trait which should generate ideas to reach a solution and enables self-interpretation.

Comparably, the term creativity resonates the ability of a person to form innovative ideas by using one's imagination. Similarly, creativity is the capability of an individual to find newer solutions to a problem as well. In broad sense, creativity comprises of inducing fresh ideas, transformation of those threads into tangible outcomes and practical implementations in a plenty of arenas including various disciplines. Inclusion of Creativity in the context of education is an obstacle to rote learning as it enhances the independent thinking process and polishes the perspectives. Consequently, aspirants would embark to contribute to intelligence remarkably.

Apparently, drastic technological revolutions in the field of Artificial Intelligence do occur at fast pace. Sophisticated technological devices and technologies substitute a number of human traits. AI tools pose threat as it diminishes an aspirant's capability to reap benefits out of his/her traits in distinctive backdrops. Application of AI tools into academics may tend the students to depend on it heavily which in turn shrinks critical thinking and creative aspects of learners. It leads to narrowing down of a student's spectrum in terms of processing, interpreting, accuracy and efficacy. Current condition alarms the inclusion of human intelligence as a paper to study in the academics and part of teacher to be played effectually.

Incorporating creative thinking into the curriculum especially in the era of artificial intelligence is a challenge for the educators with specific to a foreign language like English. Learning a new or foreign language primarily and prominently needs critical thinking abilities. Interestingly, learners with high proficiency in communicating English are those who have broad set of critical thinking abilities as it enables the student to think independently. In this circumstance, faculty members should emphasis on intensifying the competency in communication. Hence, the

educators do have a crucial role in magnifying critical thinking and creative aspects among learners in addition to language training.

2.Literature Review

2.1 Nurturing a critical thinker by language educator

An educator is responsible to create a conducive environment for the students in which an aspirant can utilise his/her expertise in the language to the optimum level. Numerous activities consist of debates, writing tasks, simulation techniques, role - plays and games to expand their span of converse in terms of clarity, competency, creativity, adaptability and critical thinking. Discussions open door to a vast surface where skills like evaluating, elucidating and ascertaining alternatives to a problem can be facilitated. Similarly, open-end questions will be beneficial for the aspirants to communicate critically and to refine their perspectives. Opportunities in terms of presentations on liked subjects will be helpful for the learners to modify their vision, investigative intelligence, finding sources to get the collection process of information done and critical communication as well as the critical thinking. Writing tasks with regard to current events with due importance and globally concerned topics will play an efficient platform for the aspirants to explore their competency level of language and critical thinking. Educators should design the interactive platforms in such a way to accommodate contradictory outlooks of aspirants as well. As per the study of Lawrence et al. (2008); debate on a number of topics, discussion on questions, writing tasks and assessment of case studies guided the learners to learn and practice critical thinking.

A language teacher should be patient enough and highly upgraded with technics on bracing critical thinking is the basic and eminent factor to determine the success of training on critical thinking. In accordance to Hughes (2014) an array of activities should be distributed among the students at distinctive level of learning. It would create circumstances which aid the learner to form and express opinions which will lead to agreeing or disagreeing with something. Furthermore, students will embark to apply reasons and validated statements to justify. Likewise, initiating talks among aspirants on an image in different situations do enable the students to face on arguments from all the sides which in turn be polished their viewpoint. Above all, application of reading strategy can amplify the trait of critical thinking as it intensifies the thinking process and would help to widen their perspective. This aspect was scrutinized by Pethers and Soden (2000) and the study states that learners be asked to read a tiny article with claims, which eventually lead to spark an analysis about the validity of the claims and to improve their suggestions.

2.2 Developing a critical thinker by a language educator in the era of AI

AI applications and tools are meant to replace competency of human. Activities which are performed previously by a human can be done at an accelerated efficient level with more cognitive tasks. AI can do repeated application of an either rule or procedure which will lead to self-empowerment. More number of AI generations will be spiralled due to this increased capability of self-improvement side of AI tools and applications. This can find as the strongest reason of wide acceptance of AI applications as it combats human intelligence in many ways. Although Critical thinking and creativity together form a major part of human intelligence which are highly essential in the education sector, as education is the main approach for the individuals to expand and nurture intelligence, AI can easily restore such human intellectual traits to a large extent. Critical thinking and creativity need consistent efforts to get modified and probability is higher to reach uncertain outcomes in one instance or another as well, on the contrary, AI can easily fill in the ambiguous space with accurate findings. AI applications ensure reliability with regard to the outcome or result, on the parallel front, human intelligence lacks hundred percent of accuracy. The rapid progression of AI application widens the disparity between human skills and artificial intelligence and this current scenario constitutes a significant obstacle to the language teachers.

Powerful applications of AI in education sector can deplete critical thinking at an alarming pace. The learning hub of an aspirant gets shifted from ordinary or conservative level to technically advanced smart-room learning. Analysing various contexts and materials is a time-consuming task and repetitive as well for a human being, although it intensifies critical thinking and language proficiency to a significant level, can be processed within a short span of time by AI application. It shrinks one's ability to develop competency and to break his/her confinement to reach out to the next level. It would contract aspirant's divergent perspective which in turn restricts critical analysis and communication. It would act as a hindrance to deep learning, interpretation and managing various contrasted viewpoints productively. As AI applications curb one's capability to be productive, perseverance, analytical objectivity in a number of ways, it recoils individual's creativity as well.

2.3 Critical Evaluation of Out-turn of AI on Critical Thinking

In today's world of radical alterations, technology like AI is rapidly progressing and reliance on it is quite inevitable. So, intervention of AI in the education frame is quite unavoidable. AI applications and tools like Natural Language processing (NLP) process extensive data in a short span of time and bring in

information within a short period of time frame. Generally, AI tools are helpful for the learners to do automated tasks which save time and avoid repetition. Consequently, students can focus on other relevant areas of learning process as AI applications benefit them in terms of time. Comparably, AI ease idea generation by providing information regarding the subject. In the context of creativity, AI chatbot like ChatGPT can bring in information instantly and it provides a platform to converse on any subject given. Similarly, multilingual feature of it attracts a many to it and it supports content creation as well. In addition to these it offers personalized recommendations with regard to the preferences and aids self-learning. To attach to it, virtual tutors are easily accessible by the learner at any time to get cleared questions and to get the concepts explained. The study by Wu (2022) and Muthmainnah et al. (2022) clearly cited AI tools like chatbots can act as self-regulated platforms to strengthen language proficiency and can work to alleviate emotional barriers.

Even though AI applications gulp each and every sector exponentially, it leaves certain pitfalls on which human intelligence can be focused and developed on. In the case of human intelligence, primarily, the focus is on education and learning. Students possess diverse levels of capability in learning with which their analytical skill, vast set of needs, strength, interest differ and their performance as well. AI application like Natural Language Processing can analyse and evaluate extensive data, although, chances are there as it may not match up with the analytical objectivity of a student. In addition to this, scholars do have discrete way of preferences and learning style where AI applications may get failed to satisfy aspirants' needs and requirements accordingly. Echo chambers, recommendations of same content which previously processed by the learner may kill the quality of time and contracts the broad perspective. Rather than these, AI application can mislead or misguide the learner and question aspirant's objectivity as it's analytics may perform poorly in certain contexts. Furthermore, AI fails to recognise an unusual or amusing part of a situation and different shades within an emotion to interpret. It forms a hurdle in the case of AI learning platform chat GPT which prominently use to stimulate creativity as it fails to match up the divergent thinking of the aspirant. On top of it, this chatbot considered as a solution to eradicate anxiety can get worsened if it could not tackle the variations in emotions.

As spiralling growth and dependence on AI applications increase the gap between human expertise and artificial intelligence, intervention from Government should be initiated to upgrade curriculum to improve the education sector in such a way to induce critical thinking and creativity. It is cited by the research conducted by

Darling-Hammond (2014), in which it clearly mentions role of the government to invest on high-need schools in terms of providing opportunities for the educators to develop the skills and to intensify the qualitative aspects of academics.

3. Discussions

Critical thinking and creativity constitute the foundation of human intelligence. This study states how much important and relevant these human traits to intensify expertise of a person. Following this, incorporating these skills in to academics to get taught at the earliest stages onwards recommended by this paper. According to The Reboot Foundation (2018) a significant part of technically informed young aspirants lacks creative thinking which is a major issue and should be properly addressed and resolved.

As per the talk initiated in the section of part played by the teacher to nurture the vital traits, this review drawn on the responsibility of educator to create promising surroundings for the learners to work on the skills. As mentioned above, upgrading competency of an aspirant would be based on the practices normally he gets assigned by the trainer. As competency lays the stone to build strong bond with the proficient level of communication, teaching tactics to improve observation, interpretation and analysis should be reinvented.

This paper raised the concern over reducing spectrum of human intelligence among the students with specific to critical thinking and creativity due to high reliance on AI educational platforms and applications. As mentioned, instant availability of information, craft of easily accessible, speed rate of processing and elimination of repetition to the minimal level aid the learner to tend to depend it. Consequently, thinking span of a student will shrink as the learner fails to observe, interpret and analyse.

However, this paper critically analysed the performance of AI applications and tools and ascertained certain constraints with regard to these. In this era of rapid alterations of AI, Language teachers can contribute significantly to this sphere as they can simulate diversified situations to the scholars to experience and to work on reasoning. Although, AI can create virtual environment and computational thinking, it confines to laboratory experiments only. Emotional nuance, where a person realises even the tiny difference of an emotion can improve observation which can be led by an educator as teaching involves emotions. The truth-seeking nature and observational trait guide the learner to nurture critical thinking and it should embark at the early stages of childhood through academics. A learner's expertise comprises of critical thinking and creativity which can be enhanced by various teaching

strategies and are aiding the aspirant to alleviate negative shades associated with critical thinking as hypocrisy, laziness and narrow-mindedness. Eventually, intelligence of a student gets strengthened and critical thinking shapes in as a habit. Although, as per the future forecast and predictions of trend analysis in the sector of education cannot neglect AI's influence entirely. In accordance with the results, future will be integrated with AI tools to foster human intelligence and AI applications will be replenished to accommodate individual difference as well. Consequently, span of AI virtual room classes may get enlarged to accommodate a group than a person. While, this study argues more focus should be given to the area of improving human intelligence with improvised teaching strategies which can aid the learner to augment the vital traits such as critical thinking and creativity.

Conclusion

To encapsulate, this review addressed concern over critical thinking and creativity in learning the language of English in the context of AI. This review emphasised importance of human intelligence and the significance of an educator's role in it. It clearly mentioned that reinvented teaching tactics can be highly beneficial for the learners to improve intellectual traits over the time period and it should be incorporated in the academics at the early stages of formal education. As nurturing human intelligence with specific to creativity and critical thinking consumes time and effort, it should aim young children to aid them to develop such intellectual skills at the earliest. It discussed the repercussions of AI tools and applications on critical thinking and how heavy reliance on such platforms would dry an aspirant's expertise to the minimum. It showed the negative implication of AI platforms as how it misleads the learners in a number of scenarios. The focus of this review is the language teacher's crucial role in order to work on the vital traits to get it progressed against the backdrop of AI tussles. This review highlighted efforts of a language faculty to convert pitfalls of AI to working and developing arena. However, this study affirmed future of education sector would be integrated with modified versions of AI tools and application, this review reassured the role of an educator in stimulating critical thinking and creativity.

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