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Re-evaluating the Value of the English Speaking and Debate Course in the AI Era: A Curricular Reflection Based on the Human-Machine Divide

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Abstract: With the widespread application of generative AI technology in the field of language services, English Speaking and Debate Courses have also utilized AI tools to generate speech manuscripts that are logical and fluent. AI tools can also simulate different styles of debate expression, which also poses a challenge to traditional English Speaking and Debate Courses. To enhance the accuracy and completeness of English Speaking and Debate Courses, this study examines the course content from the perspective of human-machine differences, reflecting on the unique value of English Speaking and Debate Courses in the AI era, and pointing out the current dilemmas such as insufficient target adaptation and ineffective evaluation systems in the course in the AI era. Thus, it optimizes the content design of English Speaking and Debate Courses, innovates teaching models, reconstructs evaluation mechanisms, promotes the transformation of the course towards the cultivation of higher-level qualities, highlights the cultivation of differentiated critical thinking abilities, emotional expression abilities, and cross-cultural communication abilities through human-machine co-training, and constructs a mixed teaching model of human-machine collaboration. The research results help to give full play to the curriculum value of AI tools, and provide a certain reference for the intelligent transformation of foreign language courses in colleges and universities.

Keywords: AI era; English Speaking and Debate; Human-machine differences; Course value; Teaching reform

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1. Introduction

The generation-based artificial intelligence technology is undergoing rapid iterations. Large language models such as ChatGPT and DeepSeek have developed rapidly, and their capabilities in language generation, logical reasoning, and information integration have been rapidly evolving. In the field of education, the application of AI technology is also reshaping various curriculum teaching forms. As an important course in college foreign language majors and in the public foreign language teaching system, the English Speaking and Debate Course plays an important role in cultivating students' language expression ability, logical thinking ability, and cross-

cultural communication ability. However, in the context of the popularization of AI technology, students can generally use AI tools to quickly generate high-quality speech manuscripts, refine arguments, and form rebuttal ideas. The existing value of language training and recitation practice in the traditional curriculum has been questioned to some extent, and teachers are facing great challenges in setting teaching objectives and evaluation standards. Currently, scholars at home and abroad have conducted various studies on the innovation of teaching models and the optimization of teaching designs for English courses, which provide research ideas for this paper. However, in the existing research, there are still relatively few joint research contents on the combination of technological iterations and the reconfiguration of course value. Most studies view AI as an auxiliary teaching tool, and the systematic exploration of the content of reconfiguring course value through AI technology is still insufficient. Based on this, this paper takes human-machine differences as the analytical perspective to systematically explore the four aspects of "why teach, what to teach, how to teach, and how to evaluate" in English Speaking and Debate Courses in the AI era, and explores the specific paths of course development in the context of the AI era. The research results will help enrich the research connotation of foreign language curriculum axiology in the era of intelligence, and provide some practical reference for the reform of English Speaking and Debate Courses in colleges and universities.

2. The value of English speaking and debate courses based on "human-AI differences"

2.1. The advantage differences in human-AI English speaking and debate courses

To reposition the value of English Speaking and Debate Courses in the era of AI, it is necessary to clarify the differences in the ability of humans and AI in speech and debate activities. Firstly, from a technical perspective, the current development of large language models in the field of speech debate has approached or even surpassed the ability of ordinary humans. This advantage is reflected in information integration as well as the standardization of language expression and the stability of logical reasoning. Generative AI can retrieve, screen, and integrate massive data on issues in seconds to build a logically complete argument system. It usually has accurate grammar, appropriate word choice, smooth expression, rarely makes language errors, and is not affected by factors such as emotions and fatigue. In contrast, students often need several hours or even days to complete the same task, and their expression adaptability is relatively poor in different scenarios. Human beings are more susceptible to emotions, fatigue, and other factors, and it is difficult to produce stable output.

Table 1. Feature Differences in Human-Machine Language Expression [1]

Metric Feature	Human Average	Online MT	English Original Works
Total Word Count	69341	59406	46889
Punctuation Ratio	0.0951	0.1040	0.1161
Average Word Length	1.54	1.51	0.1161
Average Sentence Length	36.13	40.38	29.21
STTR	48.86	44.79	42.85
Content Word Ratio	0.6722	0.5886	0.5570
Function Word Ratio	0.2014	0.2556	0.2837
Pronoun Ratio	0.1264	0.1558	0.1593
Noun Ratio	0.1755	0.1625	0.1911

Metric Feature	Human Average	Online MT	English Original Works
Verb Ratio	0.2681	0.2439	0.2257
Adjective Ratio	0.0489	0.0581	0.0458
Adverb Ratio	0.1226	0.0825	0.0877
Numeral Ratio	0.0307	0.0271	0.0067
Classifier Ratio	0.0273	0.0147	-
Particle Ratio	0.0772	0.1138	-
Conjunction Ratio	0.0358	0.0454	0.0777
Preposition Ratio	0.0370	0.0546	0.1163
Idiom Ratio	0.0138	0.0039	-

The current quantitative studies at the linguistic level have verified the characteristic differences in human-machine language expression, as shown in **Table 1**. From the overall text features, the total number of words in the online machine translation output (59,406 words) is lower than that of human translation (69,341 words), but the average sentence length (40.38 words) is significantly higher than that of human translation (36.13 words), indicating that the AI-generated content is more inclined to use long sentences and has a more regular expression structure; In terms of punctuation ratio, the online machine translation is 0.1040, which is higher than the human translation of 0.0951, reflecting the more intensive use of punctuation in AI content. In terms of lexical richness, the standard character/shape character ratio (STTR) in units of thousands of words shows that human translation is 48.86, significantly higher than the 44.79 of online machine translation, indicating that human expression has stronger lexical diversity, while the lexical repetition in AI-generated content is higher. From the distribution characteristics of word classes, the proportion of substantive words in human translation is 0.6722, much higher than that of online machine translation (0.5886). The proportions of function words (0.2556), pronouns (0.1558), conjunctions (0.0454), and prepositions (0.0546) in online machine translation are all higher than those in human translation, indicating that AI-generated content relies more on functional words to construct logical structures. In contrast, the substantive information density of human expression is higher. The proportion of verbs, adverbs, numbers, quantifiers, and idioms in human translation is higher than that in online machine translation. The proportion of idioms in human translation is 0.0138, which is more than 3 times that of online machine translation (0.0039), which reflects that human expression is better at using flexible idiomatic expressions and life expressions, and the expression of AI content is more rigid and standardized.

However, the advantage of AI lies precisely in the unique value of human speech. On one hand, AI generally lacks genuine emotional experiences and empathy, and is unable to convey the unique life experiences and value judgments of humans, making it difficult to evoke audience empathy or move them. On the other hand, AI cannot generally think creatively and make value judgments, and cannot produce original ideas in the true sense. It can only integrate and restructure the existing sequence data, and cannot make judgments on complex value issues in line with human ethics and social consensus. In comparison, human speeches and debates are rich in body language, voice intonation, and eye contact [2]. These non-verbal messages play an important role in delivering effective content and building trust, complex human interaction tasks that AI is currently unable to accomplish. Based on the differences in capabilities between AI and humans, it can be seen that in the English Speaking and Debate Course, AI can become an efficient content production tool and an auxiliary training assistant, helping students complete basic tasks such as information retrieval, generating drafts, and correcting language errors. In speech and debate, students can provide original

ideas, real emotions, flexibility, and warm communication content. The value reconstruction of English Speaking and Debate Courses in colleges and universities needs to examine this human-machine difference, take language training and information integration as the secondary focus of teaching, and focus on cultivating high-level human literacy that AI can not replace, so as to realize the reconstruction and transformation of courses.

2.2. The value of English speaking and debate courses under human-AI collaboration

There are significant differences in the advantages between AI and humans. The realization of human-AI collaboration is the foundation for the reconfiguration of the value of English Speaking and Debate Courses in the AI era. The English Speaking and Debate Course in colleges and universities should shift toward cultivating quality and ability.

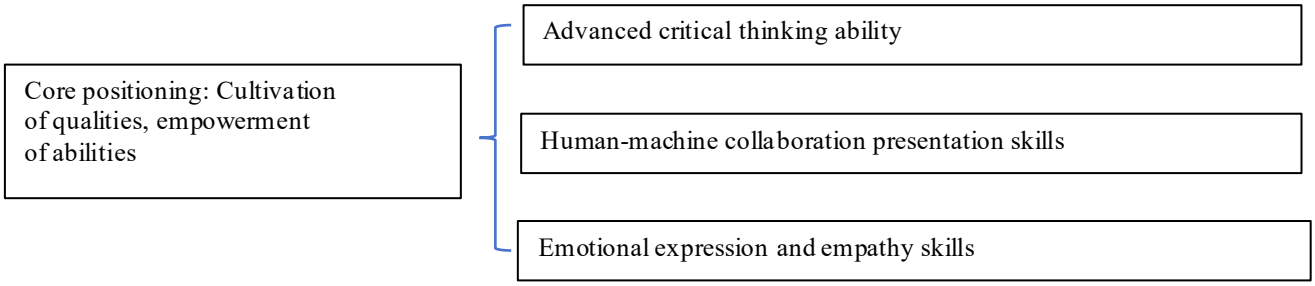

Figure 1. The Value System of the English Speaking and Debate Course under Human-Machine Collaboration.

As shown in **Figure 1**, based on the differences between humans and machines, First, it should focus on cultivating students' high-level thinking ability [3]. Reduce the training of students' abilities such as pronunciation correction and grammar revision, and instead allocate more time and energy to the development of students' critical thinking ability, logical reasoning ability, and value judgment ability. Guide students to identify logical flaws and value deviations in AI-generated content, assist students in independently thinking and judging on complex issues, and construct a persuasive argumentation system. The second is to cultivate students' ability to express emotions and empathy, guide students to use real stories and sincere emotions to convey their unique human views, and establish emotional connections with the audience. Enable students to design speech content based on the assistance of AI-generated content, combined with their own life experiences and real feelings, rather than merely relying on AI-generated content to recite ready-made manuscripts. The English Speaking and Debate Course also needs to cultivate students' cross-cultural empathy skills, guide students to understand the emotional reception habits and language output habits of communicators in different cultural backgrounds, so as to accurately use words and convey emotions in cross-cultural communication, and establish a trust relationship with others. Third, enhance students' ability to conduct human-AI collaborative speeches. The English Speaking and Debate Course needs to quickly adapt to the technological changes in the AI era and cultivate students' human-AI collaboration skills. For example, with the help of real-time retrieval, visual content generation and quick answer functions of AI tools, the efficiency of speech and debate can be improved in the speech scene, and the speech and debate draft in different scenes such as academic reports and business speeches can be quickly completed to improve the overall effect of the speech. Guide students to exert their unique human advantages in various scenarios and select and optimize AI-generated content. Make full use of the advantages of human emotional creativity and

the technical advantages of AI tools to improve the efficiency and quality of speech, and achieve the best speech debate effect.

3. The challenges of intelligent transformation of English speaking and debate courses in the AI era

3.1. Inadequate adaptation of traditional course goals to AI applications

Most of the current target systems of college English Speaking and Debate Courses were formed before the popularization of AI technology. The main goals of the courses revolve around students' language skills, knowledge reserves, and expression techniques. This is significantly incompatible with the types of abilities that students need in the AI era. Many courses focus on correcting and training students in pronunciation, grammar, and word choice, which overlaps with AI's linguistic strengths. Although students have memorized a large number of classic speech segments and accumulated vocabulary and sentence structures, they have not undergone systematic language training. Basic language problems of students can be quickly resolved with AI tools, and the skills that students spend a lot of time learning are easily replaced by AI in practical applications. A large part of the content in traditional courses loses its practical value in the AI era. Meanwhile, although most English Speaking and Debate Courses list critical thinking ability as the main goal of student development, they lack specific teaching content and evaluation support in actual teaching. Most of the course teaching time is spent on language training and expression skills training, with few specialized teaching modules to cultivate students' logical argumentation, critical thinking, and value judgment abilities. This disconnection between teaching goals and teaching content also affects the improvement of students' critical thinking abilities [4]. Therefore, when students use AI tools to generate speech and debate manuscripts, they cannot find the logical loopholes in the content generated by AI and lack sufficient discrimination and critical ability. The design of traditional course goals did not cover the new changes in students' abilities in the AI era. The existing goals lack the ability to collaborate with AI tools to complete tasks, to distinguish and optimize AI-generated content, and to exert human uniqueness in human-machine collaboration scenarios. These new abilities are hardly reflected in the existing course goal system, and students will also have many difficulties when using AI tools after graduation. Some students will completely rely on AI-generated content when preparing speech manuscripts, lacking independent thinking; There are some students who completely exclude AI tools and still use the traditional way to prepare speeches, which will affect the students' work efficiency.

3.2. The impact of AI popularization on the evaluation system of English speaking and debate course

In the era of AI, the existing evaluation standards and methods for English Speaking and Debate Courses have become difficult to reflect students' actual abilities and levels. First of all, in traditional English Speaking and Debate Courses, teachers mainly evaluate the linguistic accuracy, content integrity, and logical rigor of speech manuscripts submitted by students. However, in the AI era, students can easily use AI tools to generate high-quality speech manuscripts, and it is difficult for teachers to determine whether students can complete high-quality spe [5].

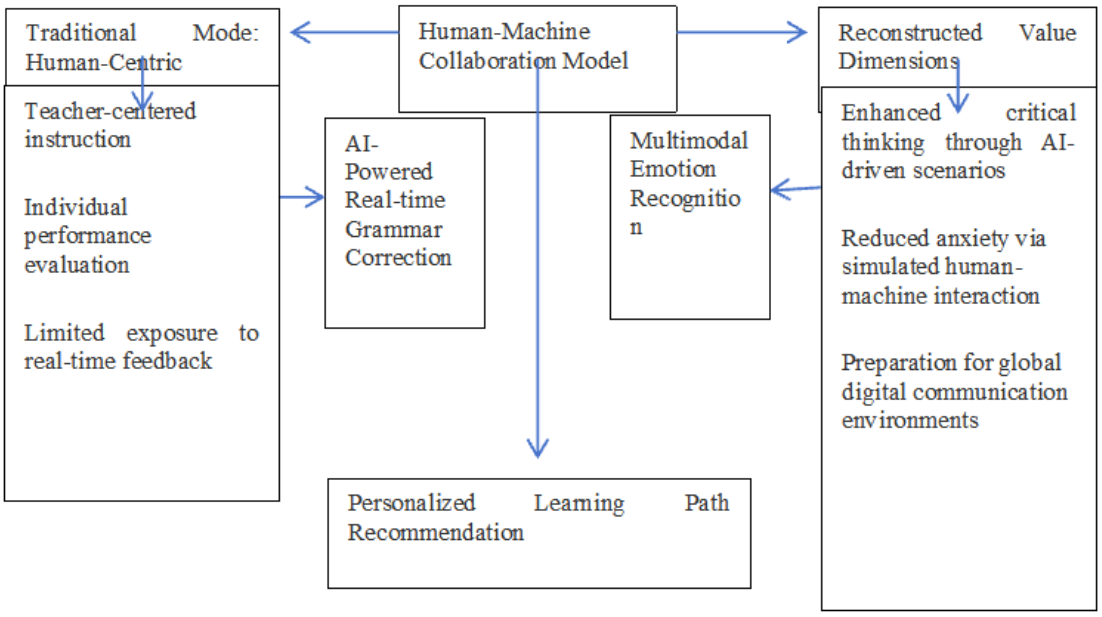

Figure 2. Reconstruction of Value Logic under Human-Machine Collaboration in English Speaking and Debate Course.

Based on the above issues, as shown in **Figure 2**, in the AI era, the English Speaking and Debate Course urgently needs to transform.

4. Differentiated design path for the content system of English speaking and debate course

Based on the value orientation of human-computer differences, in the context of the AI era, the English speech curriculum system should comprehensively innovate content, design a human-computer differentiated content system, so as to adapt to the new needs of the AI era, give full play to the content advantages of the English Speaking and Debate Course, and cultivate new talents to adapt to the new era. This part designs three levels of course content based on human-machine differences: the basic layer, the core layer, and the expansion layer. The specific contents are as follows.

4.1. Basic layer: Strengthening language expression ability

The basic level of the English Speaking and Debate Course overlaps with the advantages of AI, that is, the basic part of traditional language expression ability training. The course system of this part needs to fully utilize the advantages of AI tools to improve the efficiency of course training, focusing on training students' pronunciation, intonation, vocabulary, sentence patterns, and accumulating discourse structures. However, accuracy is no longer the sole goal for students' ability development. Instead, it focuses on cultivating students' language optimization ability and the ability to choose language styles. Teachers should fully utilize the auxiliary role of AI tools in course design, guiding students to analyze their own speech recordings sentence by sentence and word by word using AI tools, so as to quickly identify problems in pronunciation, intonation, and speech speed in the speech content. Teachers can be freed from the heavy, repetitive work of correcting students' language errors and spend more time guiding students to improve the appeal of language expression and form their own style and characteristics. With the assistance of AI tools, students can quickly

master the basic language expression norms in the basic layer training, produce language content that meets the expression needs, and adjust their language style using AI-generated content to optimize the expression effect continuously [6].

4.2. Core layer: Cultivation of high-order critical thinking skills

The cultivation of high-order critical thinking skills in the core layer is the main difference between human and machine capabilities, and it is also the key teaching focus of English Speaking and Debate Course in the AI era. Teachers should carry out teaching design around the cultivation of students' higher-order critical thinking ability, and improve students' ability in logical argumentation, critical thinking, and value judgment. At the logical argumentation level, teachers should guide students to master the basic principles and argumentation methods of logic, be able to identify logical fallacies in AI-generated manuscripts, and thereby construct a rigorous argumentation system. For example, teachers can set up a special training module on "AI argument evaluation and analysis" in teaching, so that students can analyze what logical loopholes exist in AI-generated arguments and how to supplement and improve them, so as to build a more convincing way of arguing. At the same time, teachers should guide students to effectively identify and evaluate information and analyze complex issues from multiple perspectives, rather than blindly believing in AI-generated information [7]. Teachers can also set up a training module for debating controversial topics, allowing students to conduct arguments from the perspectives of both the affirmative and negative sides, cultivating comprehensive thinking abilities, establishing correct values, and making judgments on complex value issues that are in line with social ethics and public interests. To help students analyze and debate their own value positions more clearly, so as to improve their value judgment ability.

4.3. Expansion layer: Cross-scenario human-machine collaboration speaking

The content of the expansion layer is the key to redefining the value of the English Speaking and Debate Course, aiming to cultivate students' ability to adapt to future work scenarios and enhance their human-machine collaboration speech skills. Students need to complete the courses in the expansion layer to reasonably utilize AI tools, improving the efficiency and effectiveness of their speeches. Teachers need to explain the current mainstream AI tools to students so that students can use AI tools to generate speeches and PPTs, complete speech training, and use real-time translation. understand the functional characteristics and applicable scenarios of different tools, and select appropriate tools based on different needs. Teachers should guide students to explore the process suitable for their own speech preparation. I accurately selected the content that suited my point of view among the massive issues, completed the whole process of analysis, data collection, and argument construction, generated the manuscript suitable for my speech style, and simulated the process of speech training for on-the-spot adjustment. In each stage, students can maximize their advantages by using AI tools and achieve good human-machine collaboration and division of labor. Teachers should guide students to make their speech into a variety of media through PPT design, data visualization, short video production and other methods. Use AI tools to improve the efficiency of content production and disseminate their speeches and debates on more communication channels, so that their viewpoints can reach a wider audience and enhance the effectiveness of their expression [8].

5. Innovation strategies for teaching models and evaluation mechanisms

5.1. Design a hybrid teaching process of "human-machine co-training"

AI tools can be applied throughout the entire process of the English Speaking and Debate Course. Teachers should also innovate the mixed teaching model by considering students' pre-class self-study, in-class interactive discussions, and post-class practice improvement. This will enable effective collaboration between humans and machines in teaching. First of all, in the pre-class preparation stage, teachers should preset a resource library in the AI autonomous learning platform to facilitate the platform in pushing different practice content, such as voice training, vocabulary accumulation, and logic exercises, according to each student's language foundation and ability level. Students complete the simulation training through the AI platform, and the system automatically evaluates the students' speeches and provides suggestions for improvement. Teachers check each student's learning progress in the AI background and point out the problems they currently have. They have a comprehensive understanding of the students' learning situation before the class, thereby addressing the common problems of students in the classroom teaching in a targeted manner. Secondly, in the in-class stage, teachers use the common problems of students for interactive discussions. Students debate and analyze English case contents, and present their personalized viewpoints through group rehearsals. Teachers comment on the students' performance and discuss the advantages and disadvantages of each group's English Speaking and Debate Course, and explore improvement directions as a group[9]. In the process of guidance, teachers focus on students' logical argumentative ability, coping ability and emotional expression ability, timely guide students' existing problems, and highlight students' dominant position in the debate process. Finally, in the post-class stage, teachers also provide students with rich practical scenarios based on AI tools, allowing students to more freely apply the speech and debate knowledge learned in class through offline speech competitions and debate invitational events. The AI system provides unified after-class tutoring based on the offline performance and video playback of different students, forming systematic feedback for teaching and helping students continuously optimize their speech and debate performance in offline practice. Students can also book an online appointment with a teacher for one-on-one instruction, thus improving the overall level of speech and debate.

5.2. Construct an evaluation index system that takes into account both ability and competence

Teachers need to reconstruct the evaluation index system of the English Speaking and Debate Course and increase the proportion of man-machine differential abilities. For example, teachers should adjust the proportion of human-computer differential abilities in the AI era, such as critical thinking ability, emotional expression ability, human-computer collaboration ability, and language expression ability. The proportion of the above indicators highlighting the value of human ability should be more than 60%. The index system should also be more inclined toward human-computer collaboration ability, and the proportion of traditional language expression ability should be further reduced. Through this adjustment of index weights, students should be guided to focus on the rigor of logical argumentation, the rationality of critical thinking, the authenticity of debate and speech content, the sincerity of emotions, and the ability to empathize with the audience. In terms of innovation in evaluation methods, teachers should change the traditional "one exam determines the entire life" evaluation method and include students' pre-class learning situation, classroom participation, group discussions, offline speeches, practical training, etc., in the comprehensive evaluation of students. In the final examination, teachers can also design multiple on-site questions provided by AI tools, so

that students can make improvised speeches and on-site defenses to answer the judges' questions. Through this method, it can effectively prevent students from using AI to generate drafts in advance and more effectively examine students' actual abilities and levels. In the evaluation process, teachers can also introduce more AI-assisted evaluation. By using the multi-modal analysis method of AI, teachers can capture students' micro-expressions and body movements, evaluate students' language expression level and logical structure, and focus on observing students' development of critical thinking ability and emotional expression. Thus, achieve an effective combination of subjective and objective evaluation and more accurately evaluate students' English Speaking and Debate Course skills. On the other hand, teachers should also standardize the use of AI tools by students. Through effective guidelines, inform students which scenarios allow the use of AI tools and which scenarios are prohibited. Guide students to establish a correct concept of tool use, and help students to see AI as an effective auxiliary tool rather than a crutch to replace their own thinking. Schools should also use AI technology itself to identify AI-generated content and establish an effective content detection mechanism to prevent academic misconduct. Through the above measures, we can guide students to form a good habit of using AI, optimize the atmosphere of the English Speaking and Debate Course, and improve students' self-drive for learning.

6. Future development direction of curriculum transformation

On one hand, schools should accelerate the cultivation of teachers' AI literacy and provide them with sufficient support for capacity development. Through special lectures, workshops, case teaching and other forms, teachers can improve their ability to apply AI in practice. Organize teachers to participate in AI course discussions, constantly update the course content system, training question banks, teaching videos, etc.; provide teachers with more abundant human-computer writing teaching cases for reference; at the same time, schools should also utilize the resources in various AI intelligent platforms to promptly update the course content. Encourage teachers to share excellent teaching cases and teaching experiences on the shared resource platform to achieve resource sharing and collaboration within the school. Foreign language teachers, computer teachers, psychology teachers and other teachers with different subject backgrounds are encouraged to participate in the construction of the resource library to provide effective support for the intelligent transformation of the English Speaking and Debate Course [10]. On the other hand, each college should also strengthen research on social demands, regularly analyze the needs of employers and graduates, and understand the new demands of various industries in the AI era for English debate and speech abilities. To increase training in different abilities such as transnational online conferences, cross-cultural online speech, and human-machine collaborative speech, corresponding training content should be added, and the direction of future technology development should be laid out to adapt to the progress of society. At the same time, teachers should also closely monitor the latest research progress of AI technology in areas such as language generation, emotion computing, and virtual reality, timely assess the impact of new technologies on the courses, integrate multiple types of new technologies such as emotion computing and virtual reality into the teaching practice of the English Speaking and Debate Course, allowing students to conduct speech training in different virtual scenarios, and improving their scene adaptability. In addition, the school should also strengthen exchanges and cooperation with schools in different regions, especially with international institutions, so as to share the experience of curriculum reform and improve the internationalization level of English speech and debate courses.

7. Conclusion

The widespread adoption of generative AI technology has fundamentally challenged the value of the English Speaking and Debate Course, but it also provides unprecedented opportunities for the reconfiguration of the course's value and its intelligent transformation. Based on the perspective of human-computer differences, this paper systematically sorted out the practical difficulties faced by the English Speaking and Debate Course in the AI era. Based on the curriculum value direction of human-computer collaboration, this paper constructed a three-layer progressive curriculum content system of basic layer, core layer and expansion layer, and formed a mixed teaching mode and multiple evaluation system of human-computer co-training. Thus, it adapts to the new demands of English talents in the AI era and improves the directionality of students' ability and quality cultivation. The study finds that the value of the English Speaking and Debate Course in the AI era is not reduced, but shifted to the cultivation of high-level quality that AI cannot replace. The course's goal is to cultivate comprehensive talents with independent thinking ability, value judgment ability, emotional expression ability, and human-machine collaboration ability. This value shift is both an inevitable choice to cope with the impact of AI technology and an active adjustment to adapt to social needs and cultivate specialized talents. However, in the AI era, the intelligent transformation of the English Speaking and Debate Course remains a complex system project. Education administrators, teachers, students, and technology developers need to work together to provide institutional guarantees, ideological guidance, methodological support, and technical support for the course transformation. In the future, schools should embrace technology with an open mind, reasonably leverage its advantages, and adhere to the essence and original intention of education to cultivate comprehensive talents with effective communication, independent thinking, and social responsibility. In the process of curriculum innovation and resource iteration, we will explore diversified paths to realize the educational mission, make the English Speaking and Debate Course make greater contributions in the AI era, and train high-quality talents to meet the needs of the future society.

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