- Submission date: May 25, 2025

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- Title of the paper: **INTEGRATING AI IN ENGLISH DIALOGIC LEARNING: A BRIEF REVIEW AND DISCUSSION**

- Topic: AI in Dialogic Learning

- Research field: Education

- Word count of the paper: 1901

INTEGRATING AI IN ENGLISH DIALOGIC LEARNING: A BRIEF REVIEW AND DISCUSSION

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ABSTRACT

The integration of Artificial Intelligence (AI) into language education presents transformative opportunities, particularly for fostering English dialogic learning. This article provides a brief review of current AI applications that support interactive language practice, including AI-powered tutors, automated feedback systems, and tools for creating authentic communicative scenarios. It then discusses the significant potential benefits, such as personalized learning pathways and increased practice opportunities, alongside critical challenges, including the limitations of AI in replicating nuanced human interaction, algorithmic bias, and ethical considerations. The evolving role of the educator in an AI-augmented learning environment is also explored. The article concludes by highlighting future directions for research and emphasizing the need for a pedagogically sound, human-centered approach to effectively harness AI for enhancing English dialogic learning.

Keywords: *Artificial Intelligence, dialogic learning, AI applications*

1. INTRODUCTION

The quest for effective English language proficiency in an increasingly interconnected world has spurred continuous innovation in pedagogical approaches. Among these, dialogic learning, which emphasizes collaborative meaning-making through interaction, has gained prominence for its potential to develop communicative competence (Solodchuk, 2023). Simultaneously, the rapid advancement of Artificial Intelligence (AI) is reshaping educational landscapes, offering novel tools and techniques for language acquisition. As Zhu and Wang (2025) note, AI's capabilities in processing natural language and personalizing experiences are particularly relevant to language learning. This article aims to provide a brief review of how AI is currently being integrated into English dialogic learning and to foster a critical discussion about its implications, encompassing both the promising benefits. The scope is focused on AI applications directly supporting or augmenting dialogic interactions in English language learning contexts, rather than on AI in language education broadly.

The field of English Language Learning (ELL) has undergone significant transformations, driven by globalization and the increasing necessity for effective

communication across linguistic and cultural boundaries (Block & Cameron, 2002). Historically, ELL methodologies have evolved from grammar-translation approaches to more communicative and interactive paradigms (Richards & Rodgers, 2014; Larsen-Freeman & Anderson, 2011). This shift reflects a growing understanding that language acquisition is not merely the memorization of rules and vocabulary but an active process of meaning-making and social interaction (Vygotsky, 1978; Long, 1996). The theoretical foundations of this communicative approach emphasize the development of communicative competence rather than linguistic accuracy alone (Savignon, 2017).

2. BRIEF REVIEW OF AI INTEGRATION IN ENGLISH DIALOGIC LEARNING

Artificial Intelligence (AI) has emerged as a powerful and transformative technology across numerous sectors, with education being no exception. Within ELL, AI presents considerable potential, particularly in enhancing dialogic learning practices (Vekneswary, 2025). Dialogic learning, an educational approach that emphasizes purposeful and structured dialogues, is recognized for its capacity to foster motivation and deeper understanding among learners (Malnatsky et al., 2025). The capabilities inherent in modern AI, such as sophisticated natural language processing (NLP), personalization, and adaptive feedback, align closely with the core tenets of dialogic learning. Foundational AI models, including Large Language Models (LLMs), are increasingly seen as having transformative potential for creating personalized, engaging, and scalable interactive learning experiences (Malnatsky et al., 2025).

Diana Laurillard's Conversational Framework provides a more detailed model of the teaching-learning interaction (Laurillard, 2016.), emphasizing the negotiation of understanding between the teacher (or AI) and the learner through an iterative cycle of description, action, and feedback. The framework outlines specific conversational turns: the teacher sets a goal, describes a concept; the learner acts and describes their understanding; the teacher then re-describes in light of the learner's input, and the learner modifies their action or understanding. This model operates on two levels: the level of mastering the topic and the higher level of conversation about the learning process itself (reflection and adaptation). AI systems designed for dialogic learning can explicitly aim to embody these conversational turns, facilitating both task completion and metacognitive reflection on the language learning process.

AI can assume a variety of roles in the dialogic learning process, extending far beyond that of a simple information repository. Pavlova (2024) identified several key roles AI can play:

- Possibility engine: AI can generate alternative ways of expressing an idea, exposing learners to linguistic diversity and creativity.

- Socratic opponent: AI can act as a challenger, prompting learners to develop and defend arguments, thereby honing critical thinking and persuasive language skills.
- Collaboration coach: AI can assist groups of learners in researching topics and solving problems together, facilitating collaborative dialogue.
- Guide on the side: AI can help learners navigate complex conceptual spaces or linguistic structures, offering guidance as needed.
- Personal tutor: AI can provide individualized instruction, explanations, and immediate feedback based on the learner's progress and specific needs.
- Study buddy: AI can engage learners in reflective dialogues about learning material, helping them consolidate knowledge and identify areas for improvement.
- Motivator: AI can offer games, challenges, and interactive scenarios to extend learning and maintain engagement.

These diverse roles illustrate AI's potential to transition from a passive tool to an active participant in the dialogic learning ecosystem. The spectrum of these roles suggests varying degrees of AI agency in the dialogic process. Roles like "personal tutor" or "study buddy" imply a supportive, perhaps more subordinate AI, while roles like "Socratic opponent" or "collaboration coach" suggest a more peer-like or even challenging AI. The pedagogical decision of which role(s) an AI embodies will profoundly shape the power dynamics within the human-AI dialogue. This, in turn, directly impacts how learners perceive and interact with the AI, influencing their willingness to engage, take linguistic risks, and co-construct knowledge.

The integration of AI into English dialogic learning offers a range of pedagogical benefits, many of which are increasingly supported by empirical research. These benefits span from personalized learning experiences to tangible improvements in language proficiency and learner affect. One of the most significant contributions of AI to education is its capacity to personalize learning. AI systems can tailor educational content, pacing, and interaction styles to meet the unique needs, preferences, and proficiency levels of individual students (Vekneswary, 2025). Adaptive learning technologies analyze student performance data in real-time to create customized learning journeys, ensuring that material is challenging yet achievable (Al Nabhani et al., 2025). This level of personalization is particularly crucial for dialogic learning, where the conversation should ideally adapt dynamically to the learner's contributions, understanding, and emerging language capabilities.

AI-driven tools have demonstrated a strong potential to enhance student engagement and motivation. Tailored content generated by AI tends to resonate more deeply with students' individual needs and interests, keeping them actively involved and committed to the learning process (Al Nabhani et al., 2025). LLM-based chatbots, for instance, have been associated with increased learner motivation and self-efficacy (Ennion & McLellan, 2025). Studies on AI-mediated language learning have reported significant improvements in EFL learners' self-confidence, self-regulation, well-being, and L2 motivation (Hashemifardina, 2025). A key factor contributing to this is the often-reported lack of stress when interacting with AI compared to human interlocutors, which can reduce communication apprehension (Pavlova, 2024). Specifically, AI tools have been shown to reduce the fear of speaking in English, a common barrier for many language learners (Edmett et al, 2024.). While AI can undoubtedly boost engagement, the nature and sustainability of this motivation may depend on the depth of the dialogic interaction and the perceived authenticity of the AI partner. Initial engagement might be driven by the novelty of the technology, as suggested by observations of "Responsive Navigators" in one study who showed heightened interest in a novel multi-agent AI system (Hao et al., 2025).

A cornerstone of effective learning, particularly in language acquisition, is the provision of timely and relevant feedback. AI chatbots and Intelligent Tutoring Systems excel in this area, offering immediate responses that allow students to assess their understanding, identify errors, and adjust their learning strategies promptly.(Poolamannil, 2025). LLMs, in particular, can deliver context-specific and detailed feedback that goes beyond simple right/wrong answers, thereby facilitating richer dialogic interactions where learners can explore nuances and clarify misunderstandings.(Sökücü, 2024). This immediate and tailored feedback loop is critical for reinforcing correct language use and addressing misconceptions before they become entrenched.

Dialogic learning, by its very nature, aims to encourage deeper thinking through strategies like open-ended questioning rather than focusing on mere factual recall (Malnatsky et al., 2025). AI can be designed to support this goal. For instance, the flipped dialogic learning method using AI encourages students to critically review AI-generated solutions, identify potential flaws, and reformulate their questions to achieve more valid and user-friendly results, thereby actively engaging their critical thinking skills (Pavlova, 2024). Similarly, AI chatbots can be programmed to ask probing questions that challenge students' existing understanding, pushing them towards deeper learning and more robust conceptual frameworks (Ifelebuegu, 2023). While AI can act as a personal tutor offering immediate guidance (Ifelebuegu, 2023),

dialogic learning ultimately aims to develop independent, critical thinkers (Malnatsky et al., 2025) If AI systems provide answers too readily or over-scaffold the learning process, they might inadvertently hinder the development of essential problem-solving skills and critical thought, leading to over-reliance. The "flipped dialogic learning" approach (Pavlova, 2024), where students actively critique AI errors, is one pedagogical strategy to mitigate this risk.

3. FUTURE DIRECTIONS AND RECOMMENDATIONS

The integration of AI into English dialogic learning is a dynamic and evolving field. To harness its full potential responsibly and effectively, several future directions and recommendations for research, development, and practice are crucial.

Developing Robust Ethical Guidelines and Regulatory Frameworks

The rapid advancement of AI necessitates the urgent development and evolution of robust ethical guidelines and regulatory frameworks. These frameworks must prioritize core values such as transparency, fairness, accountability, and inclusivity in the educational application of AI (Azman & Tümkaya, 2025). Existing ethics guidelines should be reviewed and updated, and specific principles for the responsible use of AI in ELT/L need to be established and widely adopted(Hao et al., 2025).

Integrating AI with Sound Pedagogical Principles and Teacher Expertise

It is consistently emphasized that technology, including AI, should complement and augment, not replace, traditional teaching methods and human educators (Poolamannil, 2025). The successful integration of AI hinges on its alignment with sound pedagogical principles and requires significant teacher intervention, configuration, and oversight (Poolamannil, 2025). Co-design processes that involve educators, learners, and policy advisors in the development and implementation of AI tools are crucial for ensuring that these technologies meet genuine educational needs and are pedagogically sound (Azman & Tümkaya, 2025). The call for "grassroots and context-sensitive AI" (Hao et al., 2025) and "co-creating localised learning scenarios"(Alm & Watanabe, 2023) points towards a future where AI dialogic tools are not one-size-fits-all. Instead, they should be adaptable or co-designed to fit specific cultural, linguistic, and pedagogical contexts. Current AI models often reflect a dominant (e.g., Western, English-centric) perspective (Alm & Watanabe, 2023). Since effective dialogic learning is highly context-dependent, influenced by cultural communication styles and local educational goals, generic AI tools may not resonate or be appropriate in all settings. Future development should therefore focus on creating frameworks and tools that allow for easier localization and customization by educators and local communities, fostering a more inclusive and relevant AI-

enhanced dialogic learning experience.

Empowering Learners and Educators with AI Literacy

Both learners and educators need to be empowered with AI literacy. This includes developing students' ability to critically assess their "AI peer" or AI-generated content, understanding its capabilities and limitations (Hao et al., 2025). For educators, continuous professional development is essential. This training should go beyond basic technical skills to cover how to use AI tools to address diverse learning needs, design effective AI-enhanced dialogic activities, interpret AI-generated data, and navigate the ethical considerations involved (SMU, 2025).

4. CONCLUSION

Artificial Intelligence holds considerable transformative potential for English dialogic learning. Its capacity for personalization allows learning experiences to be tailored to individual student needs, paces, and preferences. AI-driven tools can significantly boost student engagement and motivation, partly by providing interactive and adaptive content, and partly by offering a less intimidating environment for language practice. The provision of immediate and specific feedback is another key strength, enabling learners to identify and correct errors promptly, thereby accelerating the learning cycle. Furthermore, AI can enhance access to dialogic practice opportunities, simulating conversational partners that are available anytime, anywhere, which can be particularly beneficial in contexts where human interlocutors are scarce.

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