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ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF AI-FACILITATED DIALOGIC LEARNING IN TEACHING PRACTICES

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ABSTRACT

The integration of Artificial Intelligence (AI) is profoundly reshaping English Language Teaching (ELT), necessitating a re-examination of pedagogical approaches, including dialogic learning. This report investigates English language teachers' perceptions of AI-facilitated dialogic learning, introducing a novel conceptual framework that positions AI as a 'dialogic agent' capable of co-constructing knowledge with students through collaborative dialogue. Drawing upon a synthesis of existing literature, the study explores teachers' attitudes, perceived benefits, and challenges. Findings indicate a generally positive outlook among educators, who anticipate several advantages from AI integration into dialogic practices. However, the review also compiles concerns from past literature regarding the integration of AI into ELT. Crucially, this report highlights that while past literature addresses educator perspectives on AI in ELT broadly, few studies specifically focus on its application within dialogic learning contexts. Consequently, this report calls upon the research community to delve deeper into this specialized area to better understand and leverage AI's potential as a transformative tool in dialogic language education.

Keywords: *Artificial Intelligence, dialogic learning, teachers' perceptions*

1. INTRODUCTION

The landscape of education is undergoing a profound transformation, driven significantly by the rapid advancements and pervasive integration of Artificial Intelligence (AI). The integration of AI into English Language Teaching (ELT) is not merely a fleeting trend but represents a fundamental, ongoing shift in pedagogical approaches. Given AI's widespread adoption and anticipated growth, its presence in language education is becoming an inevitability, necessitating proactive engagement rather than reactive adaptation. This suggests a deeper, systemic transformation of teaching practices, extending beyond the mere adoption of new tools.

Alongside the rise of AI, dialogic learning stands as a well-established educational strategy. This approach actively encourages engagement by fostering meaningful discussions among

participants, where knowledge is collaboratively constructed from texts through shared reflections and interpretations (González et al., 2012). Traditionally, this involves human-to-human interaction, with the teacher acting as a facilitator to ensure equitable speaking opportunities and encourage critical reasoning (Gutiérrez-Fernández et al., 2025). However, the concept of dialogic learning has evolved with the advent of AI. Generative AI (GenAI), for instance, can be conceptualized as a "dialogic agent" that facilitates collaborative dialogue and the co-construction of knowledge among students (Tang et al., 2024). This evolution indicates that dialogic learning is no longer confined to human-human interaction but can also involve human-AI interaction, where AI acts as an active participant or stimulus for dialogue.

The successful integration of AI into the EFL teaching process is highly contingent upon teachers' perceptions of these technologies (Sayici & Aydın, 2025). If educators are hesitant or feel unprepared, even the most advanced AI tools will face an "implementation gap" (Gayed, 2025a). Therefore, understanding these perceptions is paramount for developing effective AI integration strategies and policies in ELT. This report aims to address the research question: "How do English language teachers perceive the impact of AI-facilitated dialogic learning on their teaching practices?" It will synthesize existing literature to explore teachers' attitudes, perceived benefits, challenges, and the broader implications for pedagogical practices.

2. CONCEPTUAL FRAMEWORK: AI-FACILITATED DIALOGIC LEARNING

The convergence of AI and dialogic learning presents a powerful synergy with significant potential to enhance teaching practices. Generative AI, in particular, is conceptualized as a "dialogic agent" that can facilitate collaborative dialogue and the co-construction of knowledge among students (Tang et al., 2024). This implies AI can augment and diversify dialogic opportunities, especially for EFL learners who may lack authentic practice environments, challenging the common apprehension that AI diminishes human interaction in education.

In an AI-enhanced dialogic environment, the role of the teacher undergoes a notable transformation.. With AI effectively handling personalized content delivery, providing real-time feedback, and automating administrative tasks , teachers are liberated from routine burdens. This allows them to allocate more time and cognitive energy to higher-order pedagogical functions, such as guiding complex discussions, fostering critical thinking, addressing individual student needs more deeply, and curating the overall learning experience.

3. ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF AI INTEGRATION

English as a Foreign Language (EFL) teachers generally hold positive perceptions towards AI tools (Sayici & Aydın, 2025). Many "enthusiastically embrace AI integration" and "generally favour using AI in their lessons as they perceive AI to be useful and have the intention to use it" (Sivanganam et al., 2025). This indicates a foundational willingness among educators to adopt these new technologies.

Prasetya (2024) reported that teachers with more extensive experience (over 10 years) tend to exhibit more open and positive opinions towards AI use compared to those with less than five years of experience. This direct correlation suggests that exposure to technological advancements over a longer career, or a more developed understanding of persistent pedagogical challenges, might lead experienced teachers to be more receptive to AI solutions. This finding challenges the assumption that younger, 'digital native' teachers would inherently be more open to AI. Instead, it suggests that pedagogical wisdom and a broader perspective on educational evolution might play a more significant role in shaping positive perceptions.

Generally, many educators, including pre-service English teachers (PSETs), hold positive views regarding AI and its potential to enhance teaching and learning (Gayed, 2025b). PSETs, for instance, have reported generally positive experiences with AI tools, particularly valuing their efficiency and the feedback they can provide (Galindo et al., 2025).

The personalization of learning and feedback stands out as a key perceived advantage. Teachers are excited about AI's ability to tailor learning experiences to individual student needs, adjusting content, pace, and difficulty levels (Tasci & Tunaz, 2024) . AI can offer prompt, context-specific, detailed, and individualized feedback on various language skills (Mishu et al., 2025). This automated feedback can also be less intimidating for students, reducing the embarrassment sometimes associated with direct teacher correction in front of peers.

A significant practical benefit perceived by teachers is the reduction in teacher workload and time-saving. AI can alleviate the burden of various administrative and preparatory tasks, such as creating materials, grading routine assignments, and providing initial feedback (Mishu et al., 2025). This, in turn, can free up teachers to concentrate on more complex pedagogical tasks, such as facilitating in-depth discussions, building stronger relationships with students, and providing more nuanced support.

Teachers also see AI as offering valuable support for developing specific language skills through dialogue. AI tools like chatbots and speech recognition software provide platforms for

students to practice speaking skills—improving pronunciation, fluency, and overall confidence—in a low-pressure, interactive environment (Mishu et al., 2025). Similarly, AI can facilitate dialogic feedback on student writing, encouraging cycles of revision and fostering writing development (Sökücü, 2024).

Interestingly, some teachers are looking beyond AI as a mere efficiency tool and are exploring its potential for developing student autonomy and critical skills, provided students are guided appropriately. There's a perception that by teaching students to use AI responsibly for tasks like brainstorming, copyediting their own work while maintaining their voice, and seeking targeted feedback based on rubrics, educators can help them develop confidence as writers and critical thinkers who can leverage AI as a tool for learning (Novak, 2025).

Many of these perceived benefits of AI directly address long-standing challenges in ELT, particularly those encountered in large, diverse classrooms. For example, the ideals of personalization and providing individualized feedback, which are central to effective dialogic teaching, are often compromised by high teacher-student ratios (Nguyen & Pham, 2024). AI is thus seen by many teachers as a viable means to achieve these pedagogical goals at a larger scale. This alignment between AI's capabilities and persistent pedagogical needs likely fuels much of the positive perception surrounding its integration.

Moreover, there appears to be a proactive stance among some educators. Instead of passively accepting AI or fearing its encroachment, they are actively considering how to pedagogically engage with it. The example of a teacher instructing students on how to use AI for idea generation, for copyediting while "keeping their voice intact," and for seeking rubric-based feedback—explicitly without letting AI do the writing for them (Novak, 2025) —represents a sophisticated pedagogical strategy. This indicates a perception of AI not just as a workload reducer, but as an instrument for developing student agency and critical literacy in an increasingly AI-suffused world.

The "safe space" affordance of AI is particularly crucial in the context of dialogic learning. True dialogue requires participants to feel secure enough to express nascent, uncertain, or even "wrong" ideas without fear of negative judgment (Wotring, 2025). L2 learners often experience anxiety when speaking or making mistakes. Teachers perceive that AI tools like chatbots can provide a "low-pressure environment" (Nguyen & Pham, 2024) and that AI-generated feedback can be less embarrassing than direct human correction (Mishu et al., 2025). Therefore, AI could be

perceived as a valuable tool for creating the psychological safety necessary for initial dialogic engagement, potentially serving as a scaffold that encourages participation in more complex and demanding human-to-human dialogues.

4. CHALLENGES AND CONCERNS FROM TEACHERS' PERSPECTIVES

4.1. Technical and Infrastructural Limitations

A primary concern for teachers is the inadequacy of technological infrastructure, including unreliable internet access and insufficient numbers of computers . Difficulties with internet connectivity are explicitly highlighted as a hindrance to successful AI adoption.[9] Furthermore, compatibility issues with existing school technology can complicate teachers' efforts to incorporate digital tools and resources effectively into their lessons (Sayici & Aydın, 2025). These technical problems can disrupt individual activities and prevent full classroom participation. The recurring mention of "unreliable internet and insufficient computers" (Sayici & Aydın, 2025) and "limited technological skills" (Alhusaiyan, 2024) among instructors indicates that the challenge extends beyond mere access to technology; it encompasses its reliability and the competence required to use it effectively.

4.2. Accuracy, Credibility, and Ethical Considerations

According to Sayici & Aydın (2025) Teachers express significant concerns regarding the "accuracy, validity, and students' over-reliance on AI". They report that AI tools can provide "incorrect answers," "create mistakes in lesson materials requiring double-checking," or even "correct already correct student writing," which can paradoxically increase their workload. This points to a crucial need for AI tools to evolve in reliability and for clearer guidelines on how educators can critically evaluate AI output.

Reported in the same literature A major drawback is the potential for students' over-reliance on AI, which teachers fear could hinder students' critical thinking and creativity in completing tasks. There are also concerns about students misusing AI, such as generating entire assignments with tools like ChatGPT. These concerns, along with teachers' worries about AI undermining critical thinking and creativity, and the misuse of AI for generating assignments, point to a deeper ethical and pedagogical dilemma. Ethical concerns and data privacy are critical issues, with teachers highlighting the need to balance personalized learning with respecting student privacy, ensuring transparent policies, and mitigating bias in AI algorithms. Teachers also express a desire to understand the ethical, legal, and societal issues related to technology use (Gayed, 2025b).

4.3. Need for Professional Development and Training

A significant challenge is the need for effective training and support for teachers.[9] Many instructors report "limited technological skills," which impedes their ability to integrate AI effectively into their teaching practices (Alhusaiyan, 2024). Despite their optimism, many teachers feel "unprepared" and indicate a lack of "clear guidance" from their representative institutions on how to use AI (Gayed, 2025b). Comprehensive professional development programs focusing on AI literacy and pedagogical strategies are crucial to ensure educators can fully leverage AI technologies and maximize their positive impact on student learning (Zakaria & Ponniah, 2024).

4.4. Maintaining Human Interaction and Teacher Creativity

Some teachers express concern about "inadequate human interaction due to the overreliance of AI" and emphasize the importance of maintaining "human interaction and traditional learning" approaches (Sivanganam et al., 2025). There is a worry that AI might hinder students' critical thinking and research skills if overused.[3] Furthermore, some teachers believe that the ease with which AI can provide necessary content could diminish their own creativity and potentially make them "lazy" (Sayici & Aydın, 2025). This suggests that AI should be viewed as a powerful supplementary tool, but not a replacement for the teacher's unique role in fostering deeper understanding, emotional intelligence, and complex communicative competence that extends beyond mere linguistic accuracy. The "dialogic agent" role of AI (Tang et al., 2024) is valuable, but it operates within a larger pedagogical ecosystem where human teachers remain central and irreplaceable for certain aspects of learning.

Table 1: Key Challenges and Concerns of AI Integration in Dialogic Learning from Teachers' Perspectives

Category	**Specific Challenges**
Technical & Infrastructural	- Unreliable internet access and insufficient computers (Sayici & Aydın, 2025) - Compatibility issues with school technology (Sayici & Aydın, 2025)

Accuracy, Credibility & Ethical	- AI inaccuracies and mistakes in content/feedback (Sayici & Aydın, 2025) - Potential for student over-reliance on AI (Sayici & Aydın, 2025) - Hindered critical thinking and creativity due to over-reliance (Sayici & Aydın, 2025) - Academic dishonesty and misuse of AI tools (Sivanganam et al., 2025) - Ethical concerns and data privacy (Sayici & Aydın, 2025)
Professional Development	- Lack of effective training and clear guidance for teachers (Zakaria & Ponniah, 2024) - Limited teacher technological skills (Alhusaiyan, 2024) - Learning curve and feeling overwhelmed by new tools (Sayici & Aydın, 2025)
Pedagogical & Human Interaction	- Concern about inadequate human interaction due to AI over-reliance (Sivanganam et al., 2025) - Diminished teacher creativity (Sayici & Aydın, 2025) - Student preference for human feedback on complex aspects (Alhusaiyan, 2024) - AI as a potential distraction in the classroom

	(Sayici & Aydın, 2025)

5. CONCLUSION

In conclusion, this report has navigated the evolving landscape of English Language Teaching, focusing on the intersection of Artificial Intelligence and dialogic learning. A key contribution of this work has been the articulation of a new conceptual framework that incorporates AI as a potential dialogic agent, capable of co-constructing knowledge with students via collaborative dialogue. Through a comprehensive literature review, this report synthesized English language teachers' perceptions of AI integration in dialogic learning, identifying five key perceived advantages: "personalization of learning," "reduction in teacher workload," "specific skills development," fostering "student autonomy," and creating a "safe space" for practice. Concurrently, this review has examined past literature highlighting significant concerns regarding the integration of AI into ELT, including technical barriers, issues of accuracy and ethics, the critical need for teacher training, and the importance of preserving human interaction. Significantly, this analysis reveals that while existing research addresses educator perspectives on AI in ELT broadly, few studies specifically focus on its role within dialogic learning paradigms. Therefore, this report calls on the research community to dig deeper in this direction, to better understand the nuanced impacts and opportunities of AI as a collaborative partner in dialogic language education. Such focused inquiry is essential for guiding effective pedagogical innovation and ensuring teachers are adequately prepared to leverage these transformative technologies.

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