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The Influence of AI on EFL Lecturers' Professional Identity Construction from the Perspective of Dialogical Self Theory

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Professional identity is a process of ongoing dialogue, negotiation, and adaptation, shaped by both internal and external influences. This study tries to explore the influence of AI on EFL (English as a Foreign Language) lecturers' professional identity construction through the lens of dialogical self theory. Six participants in a university in Ho Chi Minh city were selected based on purposeful sampling who completed a narrative frame. By applying dialogical self theory to examine the influence of AI on EFL lecturers' professional identity construction, the researcher gained deeper insights into the dynamic and multifaceted nature of identity in the context of technological innovation. The findings of this study revealed that AI integration in language teaching had a significant impact on participants'profesional identity and introduced new I-positions related to their roles as facilitators of technology-mediated learning experiences. Particularly, participating lecturers navigated between different I-positions, such as the traditional lecturer, the technology adopter, and the learning facilitator as they engaged with AI tools in their teaching practice. These findings can assist EFL lecturers in raising awareness about AI integration into language teaching and how it can construct their professional identity.

Keywords: artificial intelligence (AI), professional identity, professional identity construction, dialogical self theory

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