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Artificial intelligence in recontextualizing and reproducing linguistic knowledge: Analyzing tertiary-level ESL educators' perceptions using Bernstein's pedagogic device

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ABSTRACT

Educational technologies powered by artificial intelligence have emerged as an integral component in English language education, predominantly restructuring the teaching-learning process. This research investigates tertiary-level English language teachers' perceptions concerning the role of AI in language pedagogy, particularly its impact on the reproduction and recontextualization of linguistic knowledge and its influence on educator agency. Using Basil Bernstein's theoretical framework of the pedagogic device, the research examines how AI influences and alters language knowledge for pedagogical applications in an English as a Second Language context. The objective is to gain novel insights into how language educators use artificial intelligence to frame, enact, and communicate linguistic knowledge and how it reshapes their curriculum agency, professional roles, and instructional decisions within language educational settings. A survey-based quantitative research design employing a Likert scale questionnaire was implemented to gather data from 86 English language educators at higher educational institutions (HEIs) in India. The quantitative data were coded and analyzed using IBM SPSS and Microsoft Excel to understand the trends and insights in the responses. The statistical analysis reveals that educators regard artificial intelligence as a dynamic and versatile tool capable of effectively transforming linguistic knowledge into forms appropriate for pedagogic exchange. The findings further underscore that AI is significant in perpetuating and transmitting recontextualized language knowledge while assisting educators in exercising agency and achieving pedagogical goals within the sphere of language education.

Contribution/ Originality: The study contributes to the original research evidence on the significance of AI in English language pedagogy, particularly its impact on the reproduction and recontextualization of linguistic knowledge and its influence on educator agency.

1. INTRODUCTION

Artificial Intelligence (AI), particularly generative AI, evolved fundamentally following the launch of OpenAI's Large Language Model (LLM) and assumed a core space within the domain of English language teaching and learning (ELT/L), revolutionizing pedagogical paradigms and enhancing the language acquisition process. The progressive incorporation of AI-driven tools such as AI-powered chatbots (Huang, 2025), teaching assistants (Yang, 2025), Intelligent Tutoring Systems (ITS) (Bower, Torrington, Lai, Petocz, & Alfano, 2024), and Natural Language Processing (NLP) technologies (Tolstykh & Oshchepkova, 2024) in second language curricula represents a

paradigmatic shift in the approach towards language pedagogy. As GenAI tools proliferate, the extant scholarly discourse surrounding AI integration in language education indicates that AI pedagogy offers unique opportunities for language teaching and learning, with its efficacy in personalizing learning pathways (Huang, 2025), facilitating data-driven instruction, enhancing pedagogical interventions (Almuhanna, 2025; Kundu & Bej, 2025), and enabling collaborative and interdisciplinary learning.

The integration of artificial intelligence (AI) into language education focuses on providing scalable, adaptive, and real-time educational support to stakeholders in academia (Abbasi, Wu, & Luo, 2025; Yang, 2025). AI-powered applications enable educators to develop and implement student-centered pedagogies (Almuhanna, 2025) by adjusting instructional strategies to meet the diverse needs of learners dynamically. The capacity of AI tools to analyze students' interactions, performance data (Abbasi et al., 2025), and preferences (Huang et al., 2024) provides educators with valuable insights into student progress. This analysis supports the creation of contextual resources, pedagogical tools, and assessments that promote a nuanced understanding of language learning. Such contextualization of language instruction (Yang, 2025) encourages learners to actively participate in the learning process, facilitating a shift from superficial learning (Huang et al., 2024) to deep learning and more effective acquisition of language skills.

As AI technology continues to evolve, language educators assume vital responsibilities in AI-integrated language pedagogy and scholarship, substantially impacting the efficacy of language instruction (Shruthi, Radhakrishnan, Veigas, Railis, & Dinesh, 2025) and the student learning experience. They guide the effective and ethical use of AI by selecting and modifying pedagogical approaches (Shruthi et al., 2025), ensuring appropriate knowledge delivery (Huang et al., 2024), and implementing suitable assessment mechanisms that enhance student engagement and learning outcomes. Moreover, they strategically integrate technology-mediated resources (Shruthi et al., 2025) into their instructional practices, positioning their use within the language classrooms and actively recontextualizing the curriculum (Alvunger, 2018; Yang, 2025) to meet specific classroom contexts and student needs. This includes fostering a more dialogical and participatory classroom environment (Yang, 2025) where students actively engage in their learning, voicing their perspectives and challenging and altering traditional teaching paradigms (Wang, 2023) and power dynamics.

However, the pedagogical shift prompted by AI makes it imperative to understand and explore the impact of AI on pedagogic practices and educator agency in the ESL context. On finding that the scientific research concerning the effectiveness of AI in recontextualizing language knowledge is relatively scarce, the present study seeks to address the knowledge gap by investigating AI's role in the appropriation and dissemination of knowledge in the language education landscape and its influence on educator autonomy. The study adopts Basil Bernstein's theory of the *pedagogic device* (Bertram, 2020; Zavitz, 2022) as the analytical framework to examine the perception and attitude of English language teachers towards the integration of AI in language teaching. The prime focus is to delineate how educators utilize AI to customize and present linguistic knowledge to their learners. In addition, the study assesses the impact of AI-based tools on instructional decision-making, teaching strategies, and the professional roles of educators in second language classrooms. It also investigates whether these AI applications facilitate educational tasks or constrain educators' capacity to align language lessons according to student needs. The study seeks to ascertain whether the transformation of linguistic knowledge using AI reflects the epistemic intricacies of the English language and enriches pedagogical practices in ELT.

Therefore, the study addresses the following research questions.

RQ1: How do tertiary-level language teachers perceive AI's role in recontextualizing linguistic knowledge?

RQ2: What are language teachers' views on the use of AI in reproducing linguistic knowledge?

RQ3: How do language educators perceive AI's impact on teacher agency and instructional decisions in language education?

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Basil Bernstein's Pedagogic Device: Production, Recontextualization, and Reproduction

Bernstein's *pedagogic device*, grounded in the sociology of education (Zavitz, 2022), is a theoretical construct for understanding how knowledge and power dynamics are structured and transmitted within the educational environment. This framework encompasses three hierarchically structured domains: production, recontextualization, and reproduction (Bertram, 2020; Jackson, 2014) that govern the distribution, transformation, and evaluation of knowledge in academic contexts (Jackson, 2014; Kiramba & Smith, 2019).

The field of production refers to the locus of development of new or 'unthinkable' knowledge, theories (Bertram, 2020; Zavitz, 2022), or methodologies (Jackson, 2014). It serves as the foundation that influences and informs pedagogic practices. Most often, this knowledge takes its form in academic and research settings (Bertram, 2020) where academicians, educators, and researchers (Jackson, 2014) engage in its creation. The quality and relevance (Bertram, 2020) of the knowledge formed here directly influence the subsequent stages of pedagogic development.

Recontextualization in the pedagogic device refers to the decisive procedure through which specialized knowledge (Gumaelius, Skogh, Matthíasdóttir, & Pantzos, 2024) is integrated into the curriculum. This involves 'delocating' a discourse from its original disciplinary and contextual framework (Singh, 2002) in the field of production and relocating it into educational contexts in a way that aligns with the teaching-learning objectives and pedagogical needs (Bertram, 2020; Kiramba & Smith, 2019; Singh, 2002; Zavitz, 2022). Recontextualization rules center around the legitimate transfer of knowledge in the pedagogic discourse (Kiramba & Smith, 2019) and influence and refine the knowledge that is framed and shared across curricula (Bertram, 2020).

Reproduction refers to how knowledge is perpetuated and enacted within the educational system (Jackson, 2014; Singh, 2002; Zavitz, 2022). It elucidates the way values, norms, hierarchies, or certain forms of knowledge (Zavitz, 2022) prevalent within the broader community are reflected and preserved within the classroom, ensuring their transmission from one generation to another. It is facilitated by regulative discourses and encompasses the actual teaching and learning processes (Jackson, 2014), where educators implement the curriculum and engage with learners. In this context, the effectiveness of the pedagogic device is ultimately realized. This field is influenced by feedback mechanisms that exist within the educational system, which can either reinforce or challenge the established pedagogical practices.

2.2. AI-Assisted Language Teaching and Learning

AI assistance in English as a Second Language (ESL) education has a significant impact on pedagogical practices and learning outcomes (Hong & Guo, 2025). One of the key advantages of AI-powered systems in language pedagogy lies in their ability to personalize and adapt the learning process, thereby improving learners' language proficiency (Hong & Guo, 2025; Liu, 2025). AI-driven conversational agents (Liu, 2025), speech recognition, generative chatbots (Huang, 2025), and other tools personalize learning pathways by tracking and analyzing learner data based on individual student performances, preferences, and proficiency levels (Tolstykh & Oshchepkova, 2024; Yang, 2025). These tools tailor language content to meet the proficiency level of each learner. Additionally, AI analyzes vast amounts of linguistic and educational resources (Liu, 2025) to identify pertinent trends in language use, ensuring that instructional content is both theoretically robust and practically applicable (Alzubi, Nazim, & Alyami, 2025) in real-world contexts. This process enhances the delivery of content, thereby improving the language acquisition process and educational outcomes.

Interactivity is another advantage of AI in language teaching and learning. AI-powered virtual and conversational assistants provide students with authentic exposure to target language use by facilitating access to interactive simulations and immersive, gamified learning environments (Alzubi et al., 2025; Bower et al., 2024; Liu, 2025) that allow learners to engage with complex forms of spoken and written language in a contextualized manner. These collaborative learning environments not only foster active engagement through human-machine interaction

but also establish a pragmatic framework for applying linguistic knowledge. Additionally, AI technologies significantly enhance motivation and engagement (Tolstykh & Oshchepkova, 2024) and support better management of cognitive load (Hong & Guo, 2025), while encouraging the development of autonomous and self-directed learning (Huang, 2025; Yang, 2025). Furthermore, motivation-rich environments created by AI teaching assistants have been shown to improve student performance and self-efficacy (Liu, 2025; Yang, 2025).

AI's role in language teaching and learning further includes offering dynamically responsive and constructive feedback (Yang, 2025) that deepens understanding and retention of language structures. AI educational technologies can provide immediate, targeted, and context-sensitive feedback on students' inquiries and language use (Liu, 2025; Wang, 2023), understanding performance over time and tailoring exercises to meet specific learner needs. AI tools analyze students' spoken and written language (Tolstykh & Oshchepkova, 2024) almost instantaneously and provide insights into various aspects of a learner's performance, encompassing grammar, vocabulary, and pronunciation. This prompt feedback helps learners understand the nuances of complex linguistic structures and guides them in rectifying errors (Liu, 2025) and refining their language skills. The iterative practice facilitated by such feedback results in the effective recontextualization of language skills.

2.3. Educator Agency in AI-Integrated Pedagogy

Artificial Intelligence in education has a transformative impact that significantly influences teachers' roles, instructional decisions, and their perception of agency within the educational framework. Teacher agency, defined as the educators' ability to act with intent and constructiveness, influencing classroom dynamics, curriculum implementation, pedagogical practices, and student engagement (Alvunger, 2018), is significantly impacted by AI. The systematic literature review by Mouta, Torrecilla-Sánchez, and Pinto-Llorente (2025) demonstrates that AI in education (AIED) facilitated a sudden shift in the role of educators, transforming them into co-creators and designers of knowledge with technology (Almuhanna, 2025), emphasizing guidance and supervision. The study also reveals that AI technologies possess the potential to complement and enhance educator agency within pedagogical frameworks that integrate AI, fostering intelligent professionalism (Mouta et al., 2025; Zhang, Sun, & Deng, 2023). Zhang et al. (2023) further suggest that AI serves as a supplementary tool, facilitating the reconstruction of teaching models and enabling teachers to adopt more flexible and targeted teaching strategies, thereby enhancing their agency. The AI competency, as highlighted by Abbasi et al. (2025), enhances a more reflective and nuanced teaching methodology where educators can customize their instructional approaches based on student performance and learning trajectories to effectively address diverse learning styles (Mouta et al., 2025). This further augments their capacity to recontextualize the curriculum using data-driven resources and insights, empowering them to assume more proactive roles (Abbasi et al., 2025; Zhang et al., 2023).

3. RESEARCH DESIGN AND METHODOLOGY

The study employed a survey-based quantitative design using a Likert scale questionnaire to collect standardized data on ESL teachers' perceptions regarding the applications of AI in recontextualizing and reproducing linguistic knowledge, as well as its impact on educator agency in the language classroom. The choice of the survey method via Google Forms was strategic due to its efficiency and effectiveness (Jaiswal, 2024) in collecting data from a geographically dispersed population.

3.1. Sampling Technique and Participants

The integration of AI-powered tools in English language pedagogy is still at an evolving stage in developing nations, such as India (Kundu & Bej, 2025). As the population with the desired attributes, i.e., educators with experience in incorporating AI for language instruction and assessment, was not easily identifiable, a snowball sampling technique was employed to recruit participants for the study. Snowballing is advantageous when the

conventional sampling technique proves unfeasible due to the hidden and dispersed nature of the target population (Mawhinney & Rinke, 2019). The findings of Gierczyk, Gromkowska-Melosik, Scott, and Parker (2024) also highlight that snowballing is beneficial for reaching teachers involved in niche educational practices.

In-service tertiary-level English language educators from various higher educational institutions in India participated in the survey. The link to the survey questionnaire was distributed online through email and professional teaching networks and associations to facilitate the data collection process. The data collection occurred from March 2025 to May 2025, during which a total of 86 educators responded and contributed their insights. Prior to participation, the respondents were informed about the purpose of the study, and it was ensured that participation was voluntary, with informed consent duly obtained from all the participants.

3.2. Data Collection Instrument

A structured and self-developed questionnaire using Google Forms was disseminated for data collection. The instrument comprised four distinct sections, encompassing a total of 15 five-point Likert scale items with levels of agreement ranging from strongly disagree to strongly agree. The values were assigned as follows: strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5). The statements of the questionnaire were formulated based on an extensive review of existing literature regarding the integration of AI in the domain of English language teaching, as well as the theoretical framework of the pedagogic device. The initial section of the questionnaire aimed to gather demographic information from the participants to ensure that they are tertiary-level English language educators who actively teach language using artificial intelligence. The details obtained included their designation, institutional affiliation, and the duration of their teaching experience. The second section contained statements centered on the recontextualization of linguistic knowledge using AI, while the third section obtained information regarding AI's application in the reproduction of linguistic knowledge. The fourth section delineated the impact of AI integration on educator agency within the teaching environment.

To ensure the content validity of the survey instrument, a pilot test was conducted. A prototype of the survey questionnaire was reviewed and evaluated by experts in English language teaching, specifically those with experience in integrating artificial intelligence into language instruction. Based on their expert opinions and feedback, the questionnaire was revised to enhance clarity and relevance.

3.3. Data Analysis

Quantitative data obtained from the questionnaire were subjected to statistical analysis using IBM SPSS Statistics version 21. Each participant's response was coded and labeled on a scale from 1 to 5 using Microsoft Excel and was exported to SPSS for detailed statistical analysis. Descriptive statistical analysis was carried out to understand and elucidate the overall perception scores, and individual mean scores were also calculated to assess the levels of agreement and disagreement for each item.

3.4. Reliability Statistics: Cronbach's Alpha Coefficient Analysis

The internal consistency and reliability of the constructs across the three sections were assessed using Cronbach's Alpha reliability analysis. According to Kilic (2016), a Cronbach's alpha value of 0.70 is widely acknowledged as the minimum acceptable threshold, while alpha values exceeding 0.90 indicate redundancy among the items (Tavakol & Dennick, 2011). In the present study, as demonstrated in Table 1, the Cronbach alpha value of the test items in the first section is 0.767, the second section is 0.823, and the third section is 0.851. These values range between 0.70 and 0.90, indicating that the items within the questionnaire have good internal consistency.

Table 1. Cronbach's alpha.

Items	No. of items	Cronbach's alpha
Section 1 (Statements 1-5)	5	0.767
Section 2 (Statements 6-10)	5	0.823
Section 3 (Statements 11-15)	5	0.851

4. RESULTS

RQ1: Educators' perception of AI in recontextualizing language knowledge

English language teaching necessitates the recontextualization of linguistic knowledge. It involves the process through which complex language knowledge is curated, simplified, and adapted into teachable content (Hong & Guo, 2025; Liu, 2025; Wang, 2023) pertinent to the learners and suitable for pedagogic communication. The primary objective of collecting data in this section was to evaluate how language teachers perceive the role of AI in transforming linguistic knowledge for educational purposes. As indicated by Table 5, the aggregate mean score of the items related to recontextualization is M = 3.82, which reflects a strong consensus among the respondents regarding the efficacy of AI tools in adapting and transforming esoteric knowledge into pedagogically viable formats. Data from Table 2 further illustrate that the respondents largely concurred with all assertions, particularly statement 5 (M = 3.94), which posits that "generative AI facilitates the creation of multimodal resources by transforming conventional language teaching methodologies to fit technological advancements." Similarly, statements 1 and 3, which examine the significance of "AI-powered tools in simplifying complex language structures based on varying proficiency levels" and AI's role in "modifying the curriculum content based on learners' learning objectives and diverse needs," yielded mean scores of M = 3.93, with a response percentage of 77.9%, indicating strong agreement with these statements. The largely positive responses to statements 2 and 4 also suggest that AI is instrumental in developing culturally and contextually appropriate explanations and in generating high-quality teaching materials that reflect contemporary language use. Consequently, language educators maintain a predominantly positive perception of AI as an effective mediating instrument of pedagogic recontextualization that transforms disciplinary knowledge into a configuration suitable for classroom instruction.

Table 2. Recontextualization.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
1. AI tools like ChatGPT and other subsequent AI tools are effective in simplifying complex language structures, making them comprehensible for learners with varying proficiency levels.	1.2%	2.3%	18.6%	58.1%	19.8%	3.93
2. AI assists me in developing culturally and contextually appropriate explanations while teaching advanced linguistic features.	0.0%	10.5%	29.1%	47.7%	12.8%	3.63
3. Using AI tools, I can adapt and transform the existing curriculum content effectively to meet the learners' educational objectives and diverse learning needs.	0.0%	5.8%	16.3%	57.0%	20.9%	3.93
4. AI enables the creation of high-quality teaching materials that reflect contemporary language use and cultural contexts.	2.3%	11.6%	22.1%	43.0%	20.9%	3.69
5. Generative AI facilitates the creation of multimodal resources, transforming traditional language teaching methodologies to fit the current technological landscape.	1.2%	4.7%	14.0%	59.3%	20.9%	3.94

RQ2: Perceptions on the reproduction of language knowledge using AI in English Language Teaching (ELT)

The reproduction phase refers to the mechanisms through which recontextualized knowledge is sustained within the educational framework (Tsatsaroni, Ravanis, & Falaga, 2005; Zavitz, 2022). This phase encompasses the methods by which knowledge is conveyed and transmitted to learners, with a strong emphasis on pedagogical practices. The purpose of obtaining data on this aspect was to elucidate educators' perceptions and convictions regarding the role of AI in knowledge delivery. In analyzing the results (see Table 3), it becomes clear that participants exhibited strong agreement with statements 6 and 7. These statements received mean scores of 3.81 and 3.87, respectively, with response percentages of 74.4% for statement 6 and 73.1% for statement 7. The findings suggest that language instructors are more inclined to use AI tools for creating comprehensive lesson plans with engaging activities and tailored exercises. They also agree that "integrating AI-driven interactive tools in language teaching will enable learners to practice and improve language skills through realistic conversations." In contrast, statement 8, which evaluated the utilization of AI in generating accurate assessments for language proficiency, received a mean score of 3.58, indicating a positive but slightly ambivalent perception among respondents. When 57% of educators expressed agreement with the statement, 30.2% remained neutral, and 12.8% expressed disagreement. This response signifies ambiguity around the legitimacy of using AI for creating authentic language assessments. The high neutrality rate also indicates that the integration of AI for language assessment remains contested. Additionally, the statement "AI enhances the effective transmission of knowledge to language learners" achieved a mean score of 3.62, and the statement regarding AI feedback achieved a mean score of 3.63. The overall agreement, with a mean score of 3.70 (Table 5), suggests that educators consider AI an instrumental resource in effective knowledge transmission and standardization of pedagogic delivery.

Table 3. Reproduction.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
6. AI tools facilitate the creation of comprehensive lesson plans with engaging activities and tailored exercises that enhance student learning.	0.0%	8.1%	17.4%	59.3%	15.1%	3.81
7. Integrating AI-driven interactive tools (e.g., chatbots, virtual assistants) in language teaching allows learners to practice and learn language skills through realistic conversations.	0.0%	7.0%	19.8%	52.3%	20.9%	3.87
8. AI tools are beneficial in developing accurate assessments for evaluating students' language proficiency levels.	1.2%	11.6%	30.2%	41.9%	15.1%	3.58
9. The timely and constructive feedback provided through AI tools aids my students in enhancing their language skills.	0.0%	14.0%	23.3%	48.8%	14.0%	3.63
10. AI enhances the effective transmission of knowledge to language learners.	2.3%	11.6%	24.4%	45.3%	16.3%	3.62

RQ3: Perceptions on the impact of AI on educator agency and instructional decisions

Teacher agency is a crucial element in language pedagogy (Mouta et al., 2025), particularly in the processes of recontextualization and reproduction in English language teaching. Educators possess the ability to actively endorse and modify curricula, select materials, and adapt teaching methods (Mouta et al., 2025) to align with the specific demands of educational environments. Consequently, the final section of this study aimed to investigate educators' perceptions of the impact of AI on educator agency and pedagogic autonomy in language education. As shown in the data presented and illustrated in Table 5 and Figure 1, the third section yielded the lowest aggregate mean score of M=3.68 among the responses. Among the evaluated items, statement 12, "AI empowers me to design and implement innovative teaching strategies that enhance my teaching effectiveness," achieved the highest mean of M=3.81, with 73.3% reflecting a favorable and functional interpretation of AI's contribution to language teaching. Additionally, a substantial 63.9% of respondents agreed with statement 11, "AI assists me in creating immersive and collaborative learning experiences, making it the most dynamic approach to language teaching" (M=3.70). Furthermore, educators

expressed a strong consensus regarding statement 15, which assessed AI's assistance in facilitating autonomous decision-making and personalizing the teaching and learning experience (M=3.67). The data also indicate that educators view AI as a tool that enhances their role as "facilitators of language learning" (M=3.64). Conversely, concerning the statement "Leveraging AI in language teaching, particularly in creating assessments and assignments, enhances my agency rather than undermines it," the mean score was 3.59, with 60.5% agreement and 27.95% neutrality. This suggests some apprehension among educators regarding the potential reduction of educator agency when integrating AI into language assessments and assignments. However, the response pattern in Table 4 implies that AI is perceived as a technology that enhances pedagogical agency.

Table 4. Agency.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean
11. AI tools assist me in creating immersive and collaborative learning experiences for my students, making it the most dynamic approach to English language teaching.	2.3%	4.7%	29.1%	48.8%	15.1%	3.70
12. AI empowers me to design and implement innovative teaching strategies that enhance my teaching effectiveness.	2.3%	5.8%	18.6%	54.7%	18.6%	3.81
13. Using AI allows me to provide individualized support to the learners and enhances my role as the facilitator of language learning.	3.5%	8.1%	23.3%	51.2%	14.0%	3.64
14. Leveraging AI in language teaching, particularly in creating assessments and assignments, enhances my agency rather than undermining it.	2.3%	9.3%	27.9%	47.7%	12.8%	3.59
15. I have the flexibility to select and adapt materials based on my students' needs when teaching with AI, which enhances my ability to make autonomous decisions in the classroom.	1.2%	10.5%	24.4%	47.7%	16.3%	3.67

The following Table 5 and Figure 1 represent the overall mean scores of individual sections.

Table 5. Overall mean scores.

	N	Minimum	Maximum	Mean	Std. deviation
Recontextualization	86	2.20	5.00	3.82	0.60
Reproduction	86	2.00	5.00	3.70	0.67
Agency	86	1.00	5.00	3.68	0.71
Valid N (Listwise)	86				

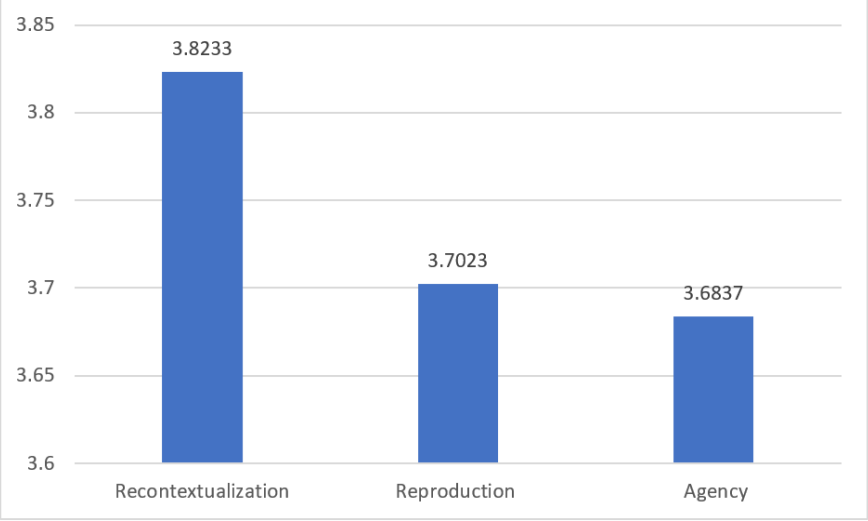

Figure 1. Overall mean scores of individual sections.

5. DISCUSSION

The tertiary-level educators' perceptions concerning the function of AI in recontextualization, reproduction, and teacher agency (Figure 1) reveal a significant endorsement of AI's prospective advantages within the domain of English language education. The participant responses imply that dimensions of AI application in tertiary English language education are not merely instrumental but epistemologically consequential, as they contribute to the selective transformation and reproduction of incomprehensible linguistic knowledge into pedagogically transmittable formats. This suggests that educators perceive AI as beneficial in rendering and adapting the linguistic content to be more pertinent and comprehensible for learners.

Educators agree that advanced AI tools promote innovative teaching practices by aiding them in the generation and accommodation of multimodal resources within instructional methodologies, to ensure a culturally and contextually responsive pedagogy. They also recognize AI as an asset in the reproduction phase, wherein knowledge is enacted in classrooms, with a particular focus on pedagogic practices. The data indicated that educators utilize AI tools for providing personalized and differentiated instruction, automating assessment and feedback, tailoring content, and developing exercises and materials to accommodate the diverse requirements of learners. This elucidates the efficacy of AI in the conversion and pedagogic reconstruction of language knowledge originated in the field of production. Further, language educators recognize the potential of AI in creating targeted pedagogy that addresses varying proficiency levels and learning modalities, ensuring the acquisition of learning outcomes. In addition, educators believe that pedagogical approaches using AI foster an immersive learning environment, whereby students receive immediate feedback, support, and reinforcement, essentially bridging the divide between theoretical understanding and actual language application. Furthermore, in terms of agency, educators appear to acknowledge AI's assistance in educational decision-making. They assert that AI has the potential to support their educational objectives while remaining congruent with their instructional philosophies. The responses also indicate that teachers perceive AI as a tool that strengthens autonomy and professional development. However, there exists a notable trepidation concerning the employment of AI in evaluative measures and academic assignments. This denotes the magnitude of educators' concern towards harnessing AI-powered assessment for proficiency tests and assignments. However, the overall perceived efficacy of AI in the process of language teaching and learning suggests that teachers perceive AI-driven mediation not merely as a substitute or technical assistance but rather as a resource and as an epistemic facilitator that enables them to be more informed and innovative within the curriculum, practice, and teaching strategies.

6. CONCLUSION

The study aimed to explore tertiary-level language teachers' perceptions of AI's role in the pedagogic process pertaining to English language education. The primary focus was on understanding the relevance of AI in the recontextualization and reproduction phases, where original disciplinary linguistic knowledge gets converted into educational material and is sustained with educational practices. Secondarily, the research looked at how these technological advancements affect the power dynamics and agency of educators in language education. The findings highlight that educators positively view and utilize AI as a valuable instrument for curating knowledge to align with the pedagogic discourses, educational objectives, and learning needs. AI is also recognized as having an impact on knowledge reproduction, as it facilitates the creation and reconstruction of resources in various modalities to ensure responsive pedagogy. Additionally, educators perceive AI as the facilitator of collaborative and innovative teaching approaches and as a tool that strengthens their agency and professional autonomy.

The insights from the present study reinforce that an AI-integrated pedagogic framework can foster a more dynamic and student-centered curriculum in English language education. The informed and strategic selection of AI tools will assist educators in addressing specific pedagogical needs and establishing a holistic learning ecosystem. Utilizing AI tools in conjunction with one another will promote a more targeted and efficacious learning environment

that will optimize student engagement and learning outcomes. Additionally, continued professional development will assist educators in implementing innovative pedagogical strategies, accommodating advanced generative AI technologies. However, it is essential to acknowledge that the study utilized a limited sample size, employed non-probability sampling, and focused on AI integration in tertiary-level English language teaching. Therefore, future research can focus on conducting extensive investigations that encompass a broader range of educational contexts, involve large samples, and utilize different methodologies. As the study's focus is limited to understanding AI's role in recontextualization and reproduction, future inquiries may explore AI's role in the production phase of linguistic knowledge to gain a deeper understanding of how AI contributes to the emergence of new forms of knowledge, theories, or methodologies pertaining to the English language.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
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