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Exploring shared repertoire in virtual

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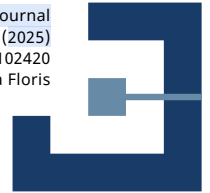| 10	Student papers	
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Exploring shared repertoire in virtual communities of practice: Integration of artificial intelligence in English language teaching

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This study explores how English language teachers use shared repertoire in virtual communities of practice (VCoPs) when integrating artificial intelligence (AI) tools into teaching. Using a qualitative analysis of discussions from three open Facebook groups, this study identifies how teachers actively collaborate online to share practical strategies and resources related to AI. The findings indicate that shared repertoire in these groups serves four main purposes: supporting teaching activities, assessing students, sharing relevant resources, and suggesting improvements to AI tools. Teachers also discuss common challenges, including excessive reliance on AI, privacy issues, limited access to AI resources, and the risk of reduced teacher–student interactions. The study highlights that teachers' collective experiences within these online communities can help institutions develop more relevant training programs for teachers. Overall, this research confirms that while AI can support language education, its successful integration relies on teachers sharing experiences and guiding each other on how to best use this technology to enhance their teaching.

Keywords: Facebook, artificial intelligence, shared repertoire, virtual communities of practice

Introduction

Recent studies have highlighted the various benefits of artificial intelligence (AI) in education, including its application in English language teaching (ELT). Sharadgah and Sa'di (2022) conducted a systematic review of literature on AI in ELT, concluding that AI has a promising future in this field, with positive outcomes in optimizing English language skills, translation, assessment, and student satisfaction. Similarly, Celik et al. (2022) emphasized that AI supports