

Spoken Grammar in AI-Mediated Peer Interaction: A Corpus-Based Study of Student Dialogues

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ABSTRACT: This study examines the emergence and interactional functions of spoken grammar features in AI-mediated peer interactions, using a corpus-based discourse analytic approach among English as a Foreign Language (EFL) students. While artificial intelligence is being integrated more deeply within pedagogical contexts, existing studies have paid limited attention to how AI-mediated peer interactions shape learners' authentic spoken grammar, particularly in naturally occurring collaborative dialogues among EFL students. Twenty EFL students engaged in AI-mediated peer dialogues, producing a learner corpus of spoken interaction derived from chat-based and video-conferenced communication. Data consisted of transcribed peer dialogues, field notes, and follow-up interviews, which were analyzed using qualitative corpus-based discourse analysis. The analysis showed context-appropriate, sustained spoken interaction and core spoken grammar features, including discourse markers (e.g., well, you know), ellipsis, heads and tails, and lexical bundles. These features served practical purposes of turn-taking, elaboration, mitigation, and even emphasis. Contrary to concerns that AI mediation might constrain spontaneous language use, the findings indicate that AI-supported peer interaction facilitated relatively natural and expressive spoken interaction within the study context. Students reported feeling greater relaxation and expressiveness during AI-mediated tasks, suggesting that peer interactions within digital settings foster authentic communicative competence. This study contributes empirical evidence on the forms and interactional functions of spoken grammar in AI-mediated peer discourse and highlights how learner-generated corpora can inform data-driven approaches to spoken grammar instruction.

Keywords: AI-mediated interaction, corpus-based study, EFL learners, peer dialogue, spoken grammar.

ABSTRAK: Penelitian ini mengkaji kemunculan dan fungsi interaksional fitur tata bahasa lisan dalam interaksi teman sebaya yang dimediasi oleh kecerdasan buatan (AI) dengan menggunakan pendekatan analisis wacana berbasis korpus pada mahasiswa Bahasa Inggris sebagai Bahasa Asing (EFL). Meskipun kecerdasan buatan semakin terintegrasi secara mendalam dalam konteks pedagogis, penelitian yang ada masih memberikan perhatian terbatas terhadap bagaimana interaksi teman sebaya yang dimediasi AI membentuk penggunaan tata bahasa lisan autentik mahasiswa, khususnya dalam dialog kolaboratif alami di kalangan mahasiswa EFL. Sebanyak dua puluh mahasiswa EFL terlibat dalam dialog teman sebaya berbantuan AI dan menghasilkan korpus pembelajar berupa interaksi lisan yang diperoleh dari komunikasi berbasis percakapan daring dan konferensi video. Data penelitian terdiri atas transkrip dialog teman sebaya, catatan lapangan, dan wawancara tindak lanjut yang dianalisis menggunakan analisis wacana kualitatif berbasis korpus. Hasil analisis menunjukkan adanya interaksi lisan yang berkelanjutan dan sesuai konteks serta kemunculan fitur-fitur utama tata

bahasa lisan, termasuk penanda wacana (misalnya well, you know), elipsis, heads and tails, serta lexical bundles. Fitur-fitur tersebut berfungsi secara praktis dalam pengambilan giliran berbicara, elaborasi, mitigasi, dan penekanan makna. Berbeda dengan kekhawatiran bahwa mediasi AI dapat membatasi penggunaan bahasa secara spontan, temuan penelitian ini menunjukkan bahwa interaksi teman sebaya berbantuan AI justru memfasilitasi interaksi lisan yang relatif alami dan ekspresif dalam konteks penelitian. Mahasiswa melaporkan bahwa mereka merasa lebih rileks dan lebih ekspresif selama melaksanakan tugas berbantuan AI, yang mengindikasikan bahwa interaksi teman sebaya dalam lingkungan digital mampu mendorong kompetensi komunikatif yang autentik. Penelitian ini memberikan kontribusi empiris mengenai bentuk dan fungsi interaksional tata bahasa lisan dalam wacana teman sebaya yang dimediasi AI serta menegaskan bahwa korpus yang dihasilkan pembelajar dapat dimanfaatkan untuk mendukung pendekatan berbasis data dalam pengajaran tata bahasa lisan.

Kata kunci: dialog teman sebaya, interaksi yang dimediasi AI, pembelajar EFL, studi berbasis korpus, tata bahasa lisan.

INTRODUCTION

Spoken interaction is a central component of communicative competence in English as a Foreign Language (EFL), yet it remains one of the least systematically examined outcomes in technology-mediated language learning (Fathi et al, 2024). While recent developments in artificial intelligence (AI) have expanded opportunities for peer collaboration and digital communication, empirical research has tended to prioritize learning efficiency, feedback accuracy, or affective variables, leaving the linguistic characteristics of learners' spoken interaction largely underexplored. In particular, little is known about how spoken grammar emerges and functions when learners interact with peers in AI-mediated environments. The increasing use of AI-driven tools such as chatbots, virtual tutors, and adaptive learning systems has expanded opportunities for peer-to-peer communication in English language learning (Crompton et al., 2024). Beyond facilitating access to content, these systems now structure and mediate synchronous and asynchronous dialogue among learners. In such settings, spoken interaction is not merely a channel for practice but a site where learners actively co-construct meaning. Within these AI-mediated peer exchanges, spoken grammar—manifested through discourse markers, ellipsis, heads and tails, and recurrent lexical bundles—plays a crucial role in managing turn-taking, expressing stance, mitigating disagreement, and sustaining collaborative dialogue (McCarthy & Carter, 2004). These features reflect learners' agency in shaping interaction in real time. However, despite the growing presence of AI-supported peer dialogue, research has rarely examined how these interactional grammatical resources emerge and function within AI-mediated communication.

Spoken grammar refers to the interactional grammatical resources speakers draw on in real-time communication, including discourse markers, ellipsis, heads and tails, and recurrent lexical bundles (Carter & McCarthy, 2017). These features are not deviations from written norms but serve specific communicative purposes, such as managing turn-taking, negotiating meaning, signaling stance, and maintaining interpersonal alignment during dialogue. In AI-mediated peer interaction, such resources become particularly salient, as learners must collaboratively construct meaning while responding to digital prompts,

managing task demands, and coordinating with peers in synchronous or asynchronous exchanges. The deployment of spoken grammar in these contexts reflects learner agency, as students adapt linguistic forms to sustain interaction within technologically structured environments. However, most AI-supported language learning systems continue to prioritize accuracy-oriented, prescriptive grammar, with limited attention to how learners actually use interactional grammatical features in peer communication (Bygate, 2018). This raises the need for systematic analysis of how spoken grammar emerges and functions in student-to-student interaction under AI mediation.

Previous research on spoken grammar in English language teaching has primarily examined teacher talk (Ruivivar, 2021), scripted instructional materials (Biber et al., 2021), or large native-speaker corpora such as the British National Corpus and MICASE. While these studies have provided valuable descriptions of spoken grammar forms and classifications, their data sources are typically non-interactive from a learner perspective or situated in teacher-led or native-speaker contexts. Consequently, they offer limited insight into how spoken grammar is deployed in learner-to-learner interaction. Moreover, these corpora predate the widespread integration of AI-mediated communication tools and therefore do not account for digitally structured peer dialogue shaped by AI prompts or platform constraints. Although emerging research has begun to explore AI-mediated collaboration, including chatbot-assisted interaction (Msambwa et al., 2025), such studies rarely incorporate systematic linguistic analysis of learner-generated spoken corpora. As a result, the interactional realization of spoken grammar in AI-supported peer communication remains underexplored.

Recent research has emphasized the need for corpus-driven investigations of spoken grammar situated in contemporary learning environments (Jones & Oakey, 2024). A corpus-based discourse approach enables researchers to move beyond descriptive classification by identifying the frequency, distribution, and interactional functions of spoken grammar features across turns and participants (Bannò & Matassoni, 2022). Such analysis makes it possible to examine how discourse markers, ellipsis, heads and tails, and lexical bundles operate in real-time collaborative dialogue rather than in isolated or scripted examples. However, learner-generated spoken corpora derived from AI-mediated peer interaction remain largely absent from the literature. Existing corpus studies often rely on offline classroom recordings or teacher-led discussions, contexts that differ interactionally from digitally structured, peer-to-peer exchanges shaped by AI prompts and platform affordances (Sharma et al., 2022). As a result, the specific interactional patterns of spoken grammar in AI-supported collaborative dialogue have yet to be systematically documented.

Despite increasing interest in AI-supported language learning, it remains unclear how spoken grammar is realized and functionally deployed in AI-mediated peer interaction. Specifically, there is limited empirical evidence documenting which spoken grammar features emerge in learner-generated, AI-supported dialogue and how these features operate interactionally within collaborative tasks. Without systematic corpus-based analysis, it is difficult to determine

whether AI-mediated environments support patterns of spoken grammar comparable to naturally occurring peer interaction or whether they reshape grammatical choices in interactional sequences. Addressing this problem requires identifying, categorizing, and interpreting spoken grammar features within AI-mediated peer discourse using an explicitly defined analytical framework.

The importance of this study stems from the growing utilization of artificial intelligence (AI) tools for online teaching and collaborative learning, particularly after the COVID-19 pandemic. Students now engage with each other more often through digital interactions, not only in collaborative projects but also in simulated conversations (Gopinathan et al, 2022). If harnessed properly, the corpus of such interactions has the potential to illuminate new students' language practices, for example, the use of spoken grammar that demonstrates fluency, spontaneity, and meaningfulness (Timmis, 2020). Hence, the importance of this study is to address this gap and contribute evidence to the literature to AI-based pedagogy.

This study contributes in two principal ways. Methodologically, it develops and analyzes a learner-generated corpus derived from AI-mediated peer dialogue, a data source that remains underrepresented in spoken grammar research. By combining corpus-assisted frequency analysis with discourse-functional interpretation, the study provides a systematic account of how spoken grammar features are realized in digitally mediated collaborative interaction. Theoretically, the study extends existing frameworks of spoken grammar by situating them within AI-mediated peer discourse rather than teacher-led or native-speaker contexts. In doing so, it examines whether established interactional categories such as discourse markers, ellipsis, and lexical bundles retain similar functional roles in technologically structured environments. This contextual reframing contributes to a more nuanced understanding of spoken grammar in contemporary EFL settings.

Therefore, this study focuses on resolving important issues regarding the emergence of spoken grammar in AI-assisted peer interactions, identifying the most prevalent linguistic features, and exploring ways to apply the results for creating educational tools or AI capable of adapting to real-life spoken interactions. In the following part, I will present the research goals and questions alongside the methodology that facilitated the systematic analysis of the corpus.

Features and Functions of Spoken Grammar in Student Dialogues

Spoken grammar describes the complex grammatical constructions that occur in speech and often do not occur in writing. Spoken grammar is interactional, contextually dependent, and incomplete in nature, as compared to written grammar which pays attention to accuracy and propriety (Carter & McCarthy, 2017). Some of its features are ellipsis (Want some?), discourse markers (you know, well), heads and tails (That book, I've read it), and lexical bundles (at the end of the day, you know what I mean) (Timmis, 2020).

In the context of EFL, there has been more attention to the need for learners to acquire these authentic spoken forms to support communicative competence (Spiro, 2019). However, much of formal education focusing on

grammar still relies on prescriptive rules based on written language. As a result, learners are not adequately prepared for advanced interactions that are informal and often incomplete. McCarthy and Carter (2004) and other corpus-based researchers have examined the spoken grammar of native speakers and have documented its frequent use and key conversational roles. They advocate for the use of spoken grammar in EFL teaching.

However, there has been little empirical research on how students utilize spoken grammar in peer interactions. This has mostly centered on teacher talk, pre-prepared dialogues, or the language of textbooks (Colin & Ruivivar, 2021). An understanding of the learner's developmental trajectory and the naturalistic speech patterns of learners necessitates corpus research, which is currently lacking.

Influence of AI Mediation on the Nature of Peer Interaction

The use of Artificial Intelligence (AI) in language learning processes has altered not only the interaction of learners with the language, but also language production itself. AI-driven conversational agents, real-time feedback tools, and digital prompts are being integrated in automation to facilitate speaking skills and to aid in collaborative communication. As noted in Nopas (2025), the use of AI integrated learning technologies not only fosters autonomy but also promotes self-directed collaborative participation; the impacts on the quality of communication, however, remain under investigation.

AI has the potential to serve the dual role of both guide and support in learning. With regards to the language practice, it can help in the formulation of language as well as its content. In their research, Song et al (2025) demonstrated that AI and digital mediation technologies have the capability to control turn-taking, selection of vocab, and even the structure of discourse within telecollaborative activities. This therefore inquires to the extent in which AI powered conversations with the help of peers maintain the self-organization and dynamism that are fundamental to natural spoken interactions.

Considering the impact of AI from the sociolinguistic viewpoint, it may both aid and hinder learner spoken language production. For example, AI may increase the availability of talking opportunities and alleviate anxiety among learners (Ballıdağ & Aydın (2025)). At the same time, the scripted nature of AI interaction may paradoxically stifle the development of genuine spoken grammatical structures (Wagner, Liao, & Wagner. (2020)). Thus, it is important to examine the features of spoken grammar in the interactions of students with AI so as to determine the extent to which such technologies foster communicative skills as opposed to the mechanical application of language.

Pedagogical Implications for EFL Teaching and Materials Design

Research in corpus linguistics has consistently documented differences between naturally occurring spoken interaction and the scripted dialogue commonly presented in instructional materials (Carter & McCarthy, 2017; Timmis, 2020). These differences are particularly visible in the distribution and function of

discourse markers, ellipsis, and recurrent lexical bundles, which tend to be underrepresented or simplified in pedagogical texts. As a result, learners' exposure to interactional grammatical patterns may not fully reflect the complexity of spontaneous peer communication.

In AI-mediated learning environments, this issue becomes analytically significant because spoken interaction increasingly occurs within digitally structured platforms rather than exclusively in face-to-face classrooms. Examining learner-generated corpora from such environments allows researchers to compare actual interactional practices with established descriptions of spoken grammar. Rather than presupposing a deficit in instructional materials, this study investigates how spoken grammar features are realized in AI-supported peer dialogue and considers the implications of these findings for understanding spoken language use in contemporary EFL contexts.

Spoken grammar should not only be taught as a set of forms, but also framed in terms of their contextualized discourse and interactional function (Timmis, 2020). The use of authentic dialogues, DDL, and learner corpus pedagogy have been shown to enhance learners' comprehension and use of spoken grammar features (Carter & McCarthy, 2017). The contemporary AI-mediated environments of digital learning offer innovative spaces for the application of these approaches. Nonetheless, understanding the actual use of spoken grammar by students in AI-mediated contexts is crucial. Without this understanding, instructional materials predicated AI tools devoid of authentic learner interaction would stand the chance of emulating traditional grammar-centric pedagogy instead of fostering authentic spoken professional discourse competencies.

Therefore, creating a learner corpus from AI-enabled peer dialogues not only supports linguistic research but also supports material and AI platform design which captures authentic dialogue as spoken communication. It allows educators and developers to adjust spoken fluency and interactional competence within feedback design, activity structure, as well as in AI-generated prompts.

RESEARCH METHOD

This study employed a qualitative, exploratory-descriptive design using corpus-based discourse analysis. The study was exploratory in that it investigated an underexamined phenomenon of spoken grammar in AI-mediated peer interaction and descriptive in documenting the forms and interactional functions of spoken grammar features in learner-generated dialogue. The analytical framework combined lexico-grammatical analysis with discourse-functional interpretation. This method was appropriate in this case because the primary concern is to examine the spoken grammar that arises in the process of student dialogue during peer interaction facilitated by artificial intelligence. As corpus-based discourse studies allowed scholars to capture genuine patterns of language and conduct a thorough analysis of the context of language use (Nartey et al, 2019; Timmis, 2020), they had the benefit of being able to reveal accurate linguistic phenomena.

The study involve 20 undergraduated students enrolled in the English Education department of a private university in Indonesia. The program emphasizes communicative language competence and regularly integrates AI-supported collaborative tasks into classroom practice, providing a relevant institutional context for examining AI-mediated peer interaction.

We selected participants through purposive sampling to ensure they met specific inclusion criteria relevant to the research focus. Participants were required to:

1. Have a minimum English proficiency equivalent to CEFR B2,
2. Have prior experience using AI-based tools (e.g., chatbots or AI-supported platforms) for collaborative learning, and
3. Consent to participate in recorded peer interaction sessions.

We excluded students who had not previously engaged in AI-mediated collaborative tasks to ensure familiarity with the technological environment under investigation. We determined the sample size based on qualitative saturation rather than statistical representation. After analyzing six group interactions, no new spoken grammar categories emerged, and recurring patterns became stable across groups. This indicated sufficient saturation for identifying and interpreting spoken grammar features in AI-mediated peer dialogue. We established participants' CEFR level through institutional placement records and recent standardized proficiency assessments administered by the program. These assessments evaluated speaking, listening, reading, and writing competencies aligned with CEFR descriptors. The students qualified with an English proficiency level of at least B2 on the CEFR framework. Moreover, they had utilized AI technologies for collaborative learning in the form of chatbots, AI-powered writing assistant tools, or AI-based learning management systems. The AI-mediated peer dialogue tasks were designed to examine spoken interaction within digitally structured collaborative environments. The study employed two modes of interaction: (1) synchronous video-conferenced discussion and (2) text-based chatbot-supported dialogue. These modes allowed comparison of spoken language production across semi-oral and text-mediated interactional settings.

In the synchronous condition, students interacted via a video-conferencing platform (Google Meet) in small groups of four to five participants. An AI chatbot provided structured prompts at the beginning of each discussion and generated follow-up guiding questions when conversational flow decreased. The AI did not intervene directly in students' turn-taking or provide corrective feedback during interaction. Instead, it functioned as a conversational scaffold by suggesting topics or clarification prompts.

In the text-based condition, students engaged in peer discussion through a chatbot interface integrated into a learning management system. The interaction was semi-synchronous: participants responded in real time, but the chatbot inserted prompts only when triggered by predefined keywords or prolonged silence. The AI system did not automatically revise or reformulate students' language. Its role remained facilitative rather than corrective.

Across both modes, AI intervention was limited to task structuring and topical prompting. The system did not evaluate grammatical accuracy, impose scripted dialogue sequences, or regulate turn allocation. This design ensured that spoken grammar features emerged from peer interaction rather than from AI-generated modeling. All interactions were recorded and transcribed to construct the learner corpus for analysis.

The main data in this study were obtained through recorded and transcribed peer interactions conducted during AI-mediated collaborative tasks. The study collected data from six group sessions involving 20 students divided into groups of four to five participants. Each session lasted approximately 15–20 minutes, resulting in a total interaction time of approximately 100 minutes. The discussion topics were academic and problem-based in nature (e.g., digital literacy, sustainable education, and the role of AI in learning), designed to elicit extended peer dialogue rather than short responses. The collected data were analyzed using qualitative content analysis and corpus-based thematic coding techniques. The analysis followed a corpus-based discourse analytic procedure grounded in the spoken grammar framework proposed by Carter and McCarthy (2017). Rather than combining unrelated analytical approaches, the study integrated corpus-assisted frequency analysis with qualitative functional interpretation.

First, we operationalized spoken grammar categories based on established descriptions in Carter and McCarthy's framework. The coding scheme included; (1) discourse markers; (2) ellipsis; (3) heads and tails; and (4) recurrent lexical bundles.

Each category was defined using explicit lexico-grammatical criteria drawn from the literature. For example, discourse markers were identified as pragmatic particles occurring at clause boundaries that organized interaction (e.g., well, you know, I mean), while ellipsis was coded when syntactic elements were recoverable from context but omitted in turn construction.

Second, we processed the compiled corpus using AntConc to generate frequency lists and concordance lines. Keyword searches and cluster analysis were conducted to identify recurrent lexical bundles and distributional patterns across turns. Linguistic tagging was applied manually to verify contextual function, as automated tagging tools do not reliably capture interactional spoken grammar features.

Finally, we interpreted the identified features at the discourse level by examining their function within turn sequences, including turn-taking management, stance marking, mitigation, and collaborative alignment. This two-level analysis lexico-grammatical identification and discourse-functional interpretation ensured methodological coherence and analytical transparency. The analysis is conducted with the help of corpus software such as AntConc and linguistic tagging applications to ensure accuracy and replication in linguistic data processing.

RESULT AND DISCUSSION

Result

Analysis of the learner corpus revealed recurrent patterns of spoken grammar across AI-mediated peer dialogues. The data showed consistent use of discourse markers, ellipsis, heads and tails, and recurrent lexical bundles within collaborative interaction. These features appeared across multiple groups and interactional contexts.

The identified spoken grammar forms were distributed unevenly across turns, with discourse markers and ellipsis occurring most frequently. Lexical bundles and structural features such as heads and tails appeared less frequently but were functionally salient in extended turns. Across the corpus, these features occurred in contexts involving turn transitions, clarification, elaboration, and stance expression.

Spoken Grammar Features in AI-Mediated Student Dialogues

Transcript analysis shows that spoken grammar is used consistently and variably by students during interactions. The most frequently occurring features are:

Table 1. Spoken Grammar Features

Fitur Spoken Grammar	Example	Frequency (total)	Main Pragmatic Functions
Discourse Markers	<i>well, you know, I mean</i>	68	Maintaining flow, mitigation, elaboration of ideas
Ellipsis	<i>Wanna try that?, Got it?</i>	42	Informal expression, communication efficiency
Tails	<i>It's hard, that question.</i>	17	Emphasis, clarification
Heads	<i>This video, it confused me.</i>	11	Topicization, focus marking
Lexical Bundles	<i>at the end of the day, you know what I mean</i>	33	Mutual understanding, streamlining expression
Backchannels & Repetition	<i>yeah, yeah, right, exactly</i>	29	Showing attention, approval

The data emerging from this investigation indicates that peer-to-peer communication facilitated by AI retains the features of authentic verbal communication.

Functions and Patterns of Spoken Grammar in Context

In spoken grammar, elements are not only functionally cohesive but also cohesive devices, resolving topic shifts, managing disagreements, and regulating turn-taking. For instance:

1. Discourse markers, well and you know, serve not only as pauses for thought to construct answers in conversation but also as a means to enhance credibility.

2. Timmis (2020) explains how ellipsis, in a more casual environment, operates as a time-saving tendency in regards to responses.
3. Bundles of vocabulary create social cohesiveness and are evident in group interactions, for instance with the phrase “you know what I mean,” which is said a dozen times.

Influence of AI on Language Use

Student interviews showed that AI assisted in maintaining the flow of conversation without capping verbal output. Most students reported that they appeared to be more informal and spontaneous during these discussions, even when the conversation was AI-led. As one respondent expressed: “AI is just there to keep us talking. But I speak naturally with my group—it doesn’t feel like a formal task.” This is in alignment with the results of Satar & Wigham (2022) that AI can be positioned as a driver of social interaction and will work seamlessly with the ecosphere of conversation.

Pedagogical and Theoretical Implications

The findings of this study underscore the critical importance of integrating spoken grammar into the framework of AI-powered educational systems. In recent years, the rapid advancement of artificial intelligence has transformed various sectors, including education. However, the integration of spoken grammar within these systems remains an underexplored area that warrants significant attention. Spoken grammar, characterized by its unique features distinct from written grammar, plays a pivotal role in everyday communication. Thus, understanding its nuances is essential for developing effective educational tools that truly resonate with learners.

One of the most compelling aspects of this study is the availability of real dialogue corpora derived from students’ conversations. These corpora serve as a rich resource for educators and AI developers alike, providing authentic examples of how learners use language in spontaneous interactions. For instance, analyzing a corpus of student conversations can reveal patterns of speech, such as the frequent use of ellipsis or the reliance on context to convey meaning. Such insights can inform the design of educational chatbots that not only respond accurately but also mimic the natural flow of conversation, thereby enhancing the learning experience.

Moreover, the incorporation of spoken grammar into AI systems can lead to the creation of data-driven learning resources that are more aligned with the actual language use of students. Traditional language learning materials often emphasize formal written structures, which may not adequately prepare learners for real-life communication scenarios. By contrast, integrating spoken grammar features into educational tools can provide students with the skills they need to navigate informal settings, such as casual conversations or group discussions. For example, a chatbot designed with an understanding of spoken grammar might use contractions, slang, or incomplete sentences, reflecting the way learners actually speak.

The findings of this study also align with existing literature that argues spoken grammar is not merely a series of informal deviations from Standard English. Instead, it serves vital pragmatic purposes in communicative exchanges. This perspective challenges the traditional view that prioritizes written grammar as the gold standard for language proficiency. For instance, consider a scenario where a student is engaged in a conversation with a peer. The use of fillers such as "um" or "you know" may appear ungrammatical in a written context, yet these elements can enhance the fluidity of spoken interactions, signaling to the listener that the speaker is still processing their thoughts. Such features are essential for effective communication and should be recognized as legitimate components of language learning.

In light of these considerations, the integration of spoken grammar into contemporary English as a Foreign Language (EFL) teaching becomes increasingly relevant. Educators must recognize that the language learners encounter in real-life situations often deviates from the prescriptive rules found in textbooks. By embracing the characteristics of spoken grammar, teachers can foster a more realistic and engaging learning environment. For example, role-playing activities that simulate real-life conversations can help students practice using spoken grammar features, thereby enhancing their communicative competence.

In conclusion, the findings of this study highlight the necessity of incorporating spoken grammar into the design of AI-powered educational systems. The availability of real dialogue corpora offers valuable insights that can inform the development of data-driven learning resources, ultimately enhancing the language learning experience. By recognizing the pragmatic significance of spoken grammar and its role in effective communication, educators and AI developers can create tools that empower learners to navigate both formal and informal language contexts. As we move forward, it is imperative that we embrace the complexities of spoken language and leverage technology to foster a more inclusive, engaging, and effective language learning environment.

Discussion

The results of this research suggest that students make use of various spoken grammar features in AI-integrated communication, revealing complex expressions which are quite purposeful in nature. These features include discourse markers, ellipsis, heads and tails, and lexical bundles, with each conveying something meaningful. To illustrate, discourse markers "well," "you know," and "like" aid in the management of speaker turns and topic shifts, which leads to more effective dialogues and easier turn exchanges. Natural speech is also facilitated by ellipsis, "I can go" instead of "I can go to the event," where certain words are omitted. This form of ellipsis is more common in today's dialogues, honing the speaker's context and audience. Students use heads and tails, which are phrases that enclose a statement to add structure to their discourse as a heuristic, to enhance clarity and coherence. Lexical bundles, defined as frequently recurring phrases, "I think that," "the fact that," afford students a scaffold, thereby highlighting their ability to use spoken grammar.

Utilizing discourse markers, speech markers, phonetic reduction, filled pauses, and ellipses serves a clear, pragmatic function like managing turn taking and uncertainty, mutual understanding, and structuring discourse. Take ellipsis, for instance. Students make use of it in conversation as a way to indicate familiarity and ease which allows for a more comfortable and less structured way of talking. This highlights the observation made by Carter & McCarthy (2017) about the value of spoken grammar in pedagogy." While theoretically, the ability to utilize these features marks greater understanding of the subject matter, in practice, it supports the argument for the importance of classroom community."

Student interactions occur through an AI driven platform which serves as a conversation starter. Even so, the AI does not interrupt the fluidity and spontaneity of natural speech. Within the context of the present study, AI mediation did not appear to constrain interactional spontaneity. However, this finding should be interpreted in relation to the specific task design and level of AI intervention, as different configurations of AI support may shape learner interaction in more directive or restrictive ways. AI serves a role as a guide or enabler, rather than that of a language controller. Students respond to AI prompts with discussions on specific topics with enthusiastic and spontaneous language, as free as and more than as structured interactions. This is in accordance with the observations by Satar & Wigham (2022) that suggest interactions with AI in the background aids in learners' cooperative communication in collaboration. The AI does not take the role of a controller; instead, it actively helps and urges the learners to conversation with minimal pauses while keeping to the main topics to ensure continuity, dynamic exchanges of concepts resembling authentic interactions.

In this corpus, spoken grammar emerges from the informal setting of the students' collaboration, where AI fosters a peer group atmosphere. This setting promotes the acquisition of oral language skills since students are more relaxed to communicate in a less supervised teacher setting. The lack of direct teacher supervision promotes a more personal dimension to language use, which in this case, enhances exposure to authentic spoken grammar. This AI-supported peer learning framework enhances language skills and fosters higher order and collaborative thinking among students, equipping them with practical communication skills.

This research advances our understanding of spoken grammar from a theoretical perspective by documenting the interactions of students in an AI-based peer interaction environment. This interdisciplinary contribution is important in closing the sociopragmatic gaps concerning spoken discourse, technology in language education, and corpus linguistics. The results indicate the gaps and interrelations that need to be addressed in the new theoretical framework integrating these elements and the ways in which technology can facilitate language learning. So, while this research enhances our understanding of spoken grammar, it also suggests how AI-driven language learning can be tailored to the interactional dynamics of spoken language.

To summarize, this study demonstrates the relations of the spoken grammatical features and the interactions of the students through the use of AI technology. The use of discourse markers, ellipsis, heads and tails, and lexical bundles illustrates the pragmatics of students' speech and the purposeful nature of students' communication. The degree of naturalness present in the interactions contradicts the long-established apprehensions of AI technology in learning environments. Moreover, the informal settings of peers provide the necessary freedom to utilize the language meaningfully, offering essential premises of this study which aim to enhance language learning through AI technology. These conclusions in combination do not only justify the educational importance of spoken grammar, but also serve to reinforce the embrace and make use of AI technology within educational frameworks, enriching the students' learning experience.

CONCLUSION

As students interact with peers through AI tools, this form of technology embraces spoken grammar and language tools, therefore framing spoken grammar within a students' skill framework. Features of spoken grammar, including discourse markers, ellipsis, and lexical bundles, are not only common, but they are important for the achievement of discourse organization, interpersonal relationship, and interaction management. The frequent use of interactional markers indicates that learners actively structured and managed collaborative dialogue within AI-mediated environments. These patterns suggest that spoken grammar functioned as an interactional resource rather than as isolated grammatical forms." These markers accompany marked shifts in thoughts, agreement, and parallel dialogues within a conversation. Their high frequency not only shows ease of interaction, but also demonstrates the students' ability to maneuver through complex and multi-layered interaction scenarios.

The function of ellipsis, which involves the omission of words or phrases to streamline communication, is an invaluable feature of spoken discourse. The recurrent use of ellipsis across the corpus indicates shared contextual understanding and interactional efficiency in peer dialogue. Similarly, the presence of lexical bundles reflects patterned strategies for structuring stance, maintaining coherence, and sustaining collaborative engagement. Together, these features suggest that learners drew on interactionally grounded grammatical resources to manage meaning within AI-mediated communication. This underlines the capacity of the students to interact meaningfully with each other while using the least amount of language possible. Students are further aided in the expression of complex ideas by recurring phrases such as "I think that" or "the fact that" which serve as lexical bundles. Their ease of use, as well as their frequent recurrence, points towards a group coherence strategy to improve the fluency and coherence of spoken interactions.

The synthesis of these findings demonstrates that The findings suggest that, within the design and conditions of this study, AI-mediated interaction did not substantially hinder communication fluidity among participants. Instead, they

promote the development of genuine speech patterns that model actual conversations. The role of AI in these interactions is instrumental in the acquisition of language competencies within a nurturing context. The student corpus that results from these interactions not only contributes to the understanding of spoken grammar in context but also creates opportunities for data-driven language learning projects. Educators, for example, may use this data to construct customized instructional materials that capture students' real language use, thereby addressing their communication needs and preferences. Additionally, this corpus can help design teacher education by providing information on the use of instructional spoken grammar that is responsive to students' language. Moreover, the application of linguistic aspects emerging from this study to the design of AI systems opens new possibilities for advancing educational technology. An AI system informed by the insights of spoken grammar would be capable of processing natural language utterances, thus, enhancing the overall experience and making the learning process more interesting and educational. This research bridges the gap between the spoken grammar theory and its application in digital learning, demonstrating the possibility of a mutually beneficial connection between the study of linguistics and technology.

As a final observation, the incorporation of spoken grammar in the context of AI technology for students' interactions demonstrates the versatility of human communication and significant possibilities in advancing language instructional design. The research findings indicate that, AI technology, contrary to popular belief, can be a facilitator of genuine speech and context-driven language use. The outcomes from this research can be utilized by educators and developers to effectively design language learning devices that reflect students' day-to-day interactions, thus transforming language education in the digital era.

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Authors and Contribution

- Eka Nurhidayat: Conceptualization, research design, data collection, corpus compilation, data analysis, manuscript drafting, and final revision.
- Atik Rokhayani: Theoretical framework development, discourse analysis validation, manuscript review, and academic editing.
- Hastri Firharmawan: Literature review, data interpretation, methodological support, and manuscript proofreading.

- John Carlo Ramos: International collaboration support, discussion refinement, language review, and critical revision of the manuscript.

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