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Investigating the Impact of Artificial Intelligence-Mediated Interaction on Second Language Development in Academic and Digital Learning Contexts

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ABSTRACT

The current research examines the effect of a second language (L2) development under the influence of the interaction mediated by the use of artificial intelligence (AI) in academic and informal digital learning settings. The study is based on the interactionist, output-based, and sociocultural theories of SLA, which analyze the process of AI interaction as a method of meaning negotiation, feedback uptake, and the use of strategic language. The longitudinal mixed-methods design was used, which consisted of quantitative pre-, post-, and delayed assessments, and of the qualitative analysis of the AI-mediated interaction transcripts, the reflective journals, and the semi-structured interviews. A sample of 50 developed L2 English learners was purposely chosen in a Pakistani higher education environment. It was found that long-term AI-mediated communication improves negotiation, repair, and strategic use, which contribute to the growth of discourse and strategic competence. The skills developed in unstructuring digital environments are transferred successfully to academic communication and seem to be long-term, yet practicality nuances might have to be refined further. Evaluative literacy and learner agency became the key to effective engagement. AI-mediated practice combined with reflective prompts, genuine academic assignments, and scaffolding to be used as the most effective way to achieve optimal L2 growth and long-term communicative competence.

Keywords: *AI-Mediated Interaction, Second Language Acquisition, Communicative Competence, Discourse Competence, Strategic Competence, Interactionist Theory, Sociocultural Theory, Language Transfer, Digital Learning, Learner Agency.*

INTRODUCTION

It has always been a part of the research on Second Language Acquisition that language development is not only a consequence of being exposed to forms of language but a product of meaningful interaction,

purposeful communication and language use in a socially situated context. The basic ideas of interactionism theories are that second language development is promoted when learners interact to facilitate comprehensible input and provision of output and feedback, which attract learners to focus on differences between intended meaning and linguistic resources (Long, 1996; Swain, 1995). In the sociocultural approach, the process of language learning is conceived as a mediated process when tools, interlocutors, and cultural artifacts scaffold the performance of the learners and help them build up the gradual acquisition of linguistic and communicative competence (Lantolf and Thorne, 2006). In this theoretical context, communicative competence, including grammatical, discourse, sociolinguistic, and strategic aspects, has been a key construct that has been used in knowing what it is to know second language (Canale and Swain, 1980).

Over the past few years, the development of artificial intelligence (AI), and generative large language models (LLMs) in particular, has radically transformed the communicative ecology of SLA. Learners are now common users of these systems in both academic and digital learning environments in order to practice conversation, create written texts, practice presentations and get immediate linguistic feedback. In contrast to the previous type of computer-based language learning (CALL) where users often engaged with scripted interaction systems, or had to deal with limited-response chatbots, AI-mediated interaction enables maintaining the conversation over time, on an adaptive basis, and in a manner that appears to be human-like. This change poses important questions to SLA research on the difference between interaction mediated by AI and the interaction between humans and the possibility of such interaction affecting the secondary language acquisition and communicative proficiency (Han, 2024; Li, 2024).

Available SLA studies concerning technology-mediated learning have demonstrated that technology applications can enhance learner interaction, alleviate anxiety and afford more practice, especially where proficient interlocutor is not readily available. Research on chatbots and intelligent tutoring systems has shown a positive impact on the motivation of learners and perceived communicative confidence, but long-term language development is also contentious (Li, Zhou, and Chiu, 2024). The practice facilitation of mediation has been extended to active co-construction of language with the introduction of generative AI. Now learners are able to negotiate meaning with AI, seek clarification, get reformulations, and consider other linguistic options in real time, making it hard to make the distinction between interlocutor, tutor and tool.

In the light of interactionism, the interaction mediated by AI seems to correspond to the fundamental processes of SLA since it enhances the amount of interaction and offers instant feedback. Repeated exposure to target forms, a chance to hypothesise and contingent feedback that encourages the learner to notice may be beneficial to learners (Long, 1996; Swain, 1995). Nevertheless, researchers have also warned that not every interaction is facilitative. The interaction quality, especially the availability of authentic negotiation of meaning, meaningful feedback uptake, and repair that is initiated by the learner is very important to development. The responses produced using AI can be fluent and coherent, and it is possible that they decrease the interactions tension, as they solve communicative problems beforehand, which might restrict the useful struggle that learners should engage in to acquire (Han, 2024).

The notion of communicative competence offers a helpful paradigm to assess the effects of the interaction through AI on SLA. Communicative competence goes beyond grammatical correctness to encompass discourse competence (the skill to construct coherent and cohesive texts), sociolinguistic competence (the use of the right language in the right place and at the right time), and strategic competence (the skill to correct failure, to plan a discourse and to accommodate interlocutors) (Canale and Swain, 1980). Although recent studies have indicated that interaction mediated by AI leads to improved fluency and confidence in learners, not as many studies have been able to conduct a systematic analysis of the role

that AI-mediated interaction plays in the development of discourse and strategic competence, especially in multi-turn communication in both academic and digital environments (Shi et al., 2025).

Communicative competence is also highly demanded in the academia learning setting, including the classroom environments of universities and institutional communication. Students are required to attend seminars, write formal emails, write in academic argumentation, and use discipline-specific genres. Meanwhile, non-formal learning online programs, in which students engage with AI on their own, provide practice opportunities of a flexible and self-directed nature. It has been shown that AI is actively utilised by many learners in informal learning situations to rehearse conversations and solve language problems, but research indicates that it is not yet clear how the abilities acquired in such settings apply in academic communication (Liu, 2024). Such disconnection shows the necessity to address AI-mediated interaction in various settings instead of considering academic and online learning settings independent of each other.

The other important issue is related to learner agency in AI-mediated SLA. Although AI can affirm autonomy because it may allow learners to practice independently and individually engage with one another, it might also facilitate overreliance when learners perceive AI output as truthful, unquestionable, etc. Research concerning AI-assisted learning highlights the significance of evaluative skills of learners, i.e. their capability to question, adapt as well as take strategic advantage of AI-generated language instead of merely adopting it (Li, Zhou, and Chiu, 2024). The importance of understanding how learners interact with AI as an interactional partner is thus critical to determining its influence in the development of communicative competence.

Even though the body of research regarding AI in language learning continues to grow swiftly, there are still major gaps. Most of the current literature is concerned with short-term intervention, the perception of the learners or single linguistic gains, which provide limited understanding of interactions within the context of the interaction and long-term development. In addition, communicative competence is frequently operationalized in a limited way without paying enough attention to discourse and strategic aspects. The research is also lacking in integrated studies that can be used to track the effects of AI-mediated interaction in informal online environments on the performance of communicative interaction in the academic sphere over time. The closed gaps are critical to establishing a theoretically-based insight into the role of AI in SLA.

This paper addresses these fears by exploring how the mediating role played by AI affects second language acquisition and communicative proficiency during academic and online learning. The mixed-method approach based on a theory-oriented strategy will help the study to not only investigate the results, but also focus on the interactional mechanisms by which the AI mediates the process of language learning. Thus, it will also serve to add to current discussions about SLA on the topic of interaction, mediation, and the dynamic nature of communicative competence in an age of artificial intelligence.

Research Questions

1. How does AI-mediated interaction influence L2 learners' discourse and strategic competence in academic and digital learning contexts?
2. To what extent do skills developed through AI-mediated interaction transfer from informal digital practice to academic communication tasks over time?

Research Objectives

1. To investigate the impact of AI-mediated interaction on learners' discourse and strategic competence across multi-turn communication in academic and digital learning contexts.

2. To examine how communicative skills acquired in informal digital AI-mediated interactions transfer to academic communication and demonstrate durable development.

LITERATURE REVIEW

AI-mediated communication and SLA acquisition of communicative competence

The theory of Second Language Acquisition (SLA) has always pointed out the fact that the underlying nature of language acquisition is meaning-based interaction with the listener/learner negotiating meaning, giving feedback, identifying gaps, and restructuring the interlanguage in their effort to communicate. Interactionist theories state that comprehensible input is more learnable when embedded in interaction and coupled with the process of negotiation and feedback (Long, 1996) and output-based theories claim that production causes learners to test hypotheses, observe constraints and refine form-meaning mappings (Swain, 1995). The sociocultural approaches also provide a view of development as mediated action, in which performance is mediated by tools and by interlocutors, and gradually supported through internalization (Lantolf and Thorne, 2006). Generative AI, particularly large language models (LLM) like ChatGPT, is already a potent mediator of interaction in the contemporary academic and digital worlds. LLMs are able to support multi-turn conversations, language customization and produce large answer responses, unlike the previous chatbots, this sets new terms of interaction, feedback, and practice (Li, 2024). Consequently, AI-mediated communication is currently a popular topic of debate as a possible contributor to L2 learning and communication skills, although the body of knowledge is yet to stabilize and needs to undergo systematic and theory-congruent studies (Han, 2024).

Between CALL Chatbots and LLM-mediated interaction

Studies on AI chatbots in language learning date back to pre-LLM times and frequently report the following benefits: a greater number of practice hours, less anxiety, and the possibility to receive personalized feedback. Recent syntheses suggest that AI-powered chatbots can facilitate L2 learning through low-pressure and by repeatable interaction, adaptive prompts, and have problems with feedback validity, limited emotional responsiveness, and disproportional quality across skills (Li, Zhou, and Chiu, 2024/2025/ “AI-driven chatbots in second language education, 2025).

But with the rise of LLMs, there is a change in the qualitative aspect: students are now able to co-create texts, practice dialogues with an oral quality, and demand to be explained, paraphrased and role-played. Empirical and review literature indicates that the LLMs are being incorporated into the language learning in conversation practice, writing assistance, and feedback in both academic and informal online platforms (Shi et al., 2025; Lee, 2025).

Artificial intelligence-mediated interaction in online academic and informal learning

Communicative competence is particularly applicable to two contexts: (1) academic (e.g., classroom activities, academic writing, using email, making seminar preparations); (2) informal online learning (self-managed use of platforms and chat window). One of the biggest studies about AI-mediated informal digital learning of the English language found that L2 learners actively used LLM systems to obtain conversational help, language problem-solving, and practice, yet acceptance and effective leveraging depended on the perceived usefulness, trust, and ability of L2 learners to evaluate the output (Liu, 2024).

On the academic level, researchers observe both the opportunities and contradictions: AI may produce immediate language, explanations, and drafts but may also transfer locus of control to the learners themselves both in their strategic use of language and to their identity expression (Han, 2024).

Recent systematic reviews that were published within the past two years also chart the way GenAI is applied in the language classrooms. A review of the empirical research related to GenAI in the language

classroom summarizes the findings (20232024), and such common findings include the engagement and perceived usefulness, with issues related to reliability, academic integrity, and the alignment of pedagogy and so forth (Lee, 2025).

A more expanded systematic review of LLMs in the educational field (Nov 2022March 2025) also reports the benefits (personalization, feedback, scalable tutoring) and limitations (hallucination, uneven accuracy, bias and overreliance) that directly apply to SLA and communicative competence assertions (Shi et al., 2025).

Mechanisms: The way interaction mediated by AI could facilitate the development of L2

AI-mediated interaction can have several effects on the L2 development through a number of mechanisms as observed through the lens of SLA:

1. High level interactional volume and personalized input. LLMs enable the learner to interact more than is usually the case with teachers or students and help in practice and exposure. Students may demand evaluation of language, paraphrases, and other expressions, which may improve the noticing and form-meaning mapping (Li, 2024).

2. Real time, feedback-based feedback. The Chat-based communication can offer real time feedback and corrections. Self-directed and classroom based studies mention perceived improvements in vocabulary, grammars support, and conversational fluency, but the pedagogical benefit hinges on the quality and precision of feedback (Li, 2024).

3. Task rehearsal and pragmatic/genre modeling. Learners are able to practice the presentations, role-play the institutional dialogues, and model the academic forms. An experiment of personalized conversational practice and feedback with ChatGPT utilized pre/post measures and interviews and found that the performance of learners improved, which substantiates the argument that AI-mediated conversation can be applied to encourage practice-driven improvements (Nazeer, 2024).

4. Conversational interaction assistance and communicative competence. LLM-based work on speaking-related learning implies increased attention to search of recent works aimed at supporting speaking with the help of LLMs, but some studies concentrate more on the evaluation data than on classroom development outcomes (Gao et al., 2023). In the meantime, HCI/CS work has suggested LLCM-based systems that are meant to enhance speaking, indicating interdisciplinary progress towards LLCM-mediated speaking practice (e.g., Comuniqa) (ACM, 2024). These mechanisms are aligned to the expectations of interactionist (more interaction, more opportunities to give feedback and negotiate) but they also present new complications: AI responses can be fluent but confusing, learners can fail to notice errors, and interaction can become over-scaffolded, eliminating productive struggle which can be an interesting part of the acquisition.

The communicative competence in the era of AI

There is communicative competence that encompasses grammatical, sociolinguistic, discourse, and strategic competence (Canale and Swain, 1980). The intersection of AI-mediated interaction and strategic competence (planning, repair, paraphrasing, asking clarification) and discourse competence (cohesion, coherence, stance, turn-taking in multi turn interaction) is strong. Recent discussions of ChatGPT in language instruction focus on authentic interaction, personalization and immediate feedback, which correspond to the competence-based teaching assertions, yet also find fragmentary evidence and imbalanced methodological quality of studies (Aljohani, 2026).

Meanwhile, scholarship warns that AI can have an impact on human communication and writing. Indicatively, academia-based work on corpus-based studies has recorded visible changes in academic expression as a result of the influence of LLM (Geng et al., 2025).

Associated massive data implies that human beings are capable of reproducing cultural characteristics presented by ChatGPT, which means that a prolonged use may condition the linguistic style and norms (Yakura et al., 2024).

Such results are important to communicative competence since competence is not merely about having improved English, but also creating context-responsive, identity-relevant, and morally accountable practices of communication.

AI agency and SLA autonomy

Though your developed topic as a refined one predicts L2 development and communicative competence, agency cannot be considered independently of both. AI can be used to increase autonomy by allowing self-directed practice, so it may also decrease agency to the extent that learners receive outputs without thinking or letting AI do communicative work. The studies in the field of informal AI-mediated learning emphasize inconsistency in the adoption of the systems by the learners and the significance of evaluative literacy the capability of the learners to analyze the AI output and modify it instead of repeat it (Liu, 2024).

One systematic review based on the self-determination theory holds that the research on chatbot-assisted learning frequently over-under theorizes the role of teachers and student needs (autonomy, competence, relatedness), indicating that the results of agency are conditional on study pedagogy, rather than the tool itself (Li, Zhou, and Chiu, 2024/2025).

The recent syntheses on the high level come to three general points. To start with, AI/LLM devices have the potential to boost the process of language learning by providing it with personalization, more practice, and feedback, though not all skills and situations are effective (Shi et al., 2025; Lee, 2025).

Second, SLA studies of generative AI are growing fast but methodologically imbalanced, which prompted the demand to systematize research agendas with more precise constructs and better research designs (Han, 2024).

Third, additional systematic reviews with a SLA orientation point at how AI occasionally just digitalizes previous practices and occasionally alters them and need to be more explicit in mapping the role of AI in tasks, processes, and results (Bao, 2025).

METHODOLOGY

Philosophy and Paradigm of Research

The research paper is framed in an interpretivist research philosophy, which frames the second language acquisition (SLA) and communicative competence as a socially created phenomenon that is manifested through interaction and situation-based meaning-making. In this view, the process of language development cannot be simply quantified by using some isolated measures but should be studied in terms of active practice, reflexivity, and contextual application of language by learners (Lantolf and Thorne, 2006). At the same time, the research paradigm of the study is rather pragmatic to sustain methodological pluralism by combining qualitative and quantitative methods. This paradigm is especially appropriate to the research in SLA that aims to investigate both interactional processes (such mechanisms like negotiation, uptake of feedback, and repair) and communicative outcomes (development of discourse and strategic competence) in the AI-mediated situation (Creswell and Plano Clark, 2018).

Theoretical Frameworks

Three SLA frameworks are used to inform the study

Interaction Hypothesis - Focuses on the fact that linguistic development occurs through interaction where learners negotiate meaning, are given a feedback and modify output which can be used to evaluate whether AI-mediated dialogues can facilitate such processes as human-mediated interaction (Long, 1996).

Output Hypothesis - Refers to the fact that the production of language stimulates learners to pay attention to gaps, hypothesis and restrictions and refines linguistic knowledge to provide a structure in which one can assess that AI-generated prompts and responses of learners can contribute to internalized competence (Swain, 1995).

Sociocultural Theory - AI is seen as an intermediary that structures the performance of learners and facilitates growth in the zone of proximal development of the learners. This is an important framework to be taken into consideration in the context of recognizing agency, scaffolding, and co-constructing meaning in communication that is mediated by AI (Lantolf and Thorne, 2006). Incorporating these frameworks, the paper will study the interactional processes, learner agency, and communicative outcomes as one.

Research Design

The research design is a longitudinal mixed-method design to allow short-term interaction process and long-term developmental changes in communicative competence. Mixed-methodology research is required to investigate complicated phenomena such as AI-mediated SLA by integrating the depth of qualitative data with the precision of quantitative data collection. The study is quasi experimental, which implies pre- and post-intervention tests, and the data of naturally occurring interactions mediated by AI. The method provides a trade-off between ecological validity and analytic control with the ability to synthetically assess patterns of interaction and developmental trends without unnaturally constraining behaviors of learners.

Data Collection Methods

The data provided by AI on the interaction is as follows:

The participants will use a generative AI platform (e.g., ChatGPT) to perform conversational tasks (in multi-turn format) on a weekly basis throughout an academic semester. Activities will involve academic conversations, writing of emails, practicing a presentation, dialogues about problems and role-playing institutional communication. The sessions will be automatically recorded and archived in form of textual transcripts to be analysed. These data will form the foundation of analyzing the quality of interaction, negotiating meaning, taking up feedback, repair and strategies of discourse.

Communicative Competence Assessments

An evaluation of the L2 competence will be done through pre- and post-intervention measures in several dimensions:

Discourse competence: coherence, cohesion and organization in the written and spoken texts.

Strategic competence: repair strategies, paraphrasing, turn-taking management and adaptation to the needs of interlocutor.

Practical appropriateness: academically oriented task communication.

The assessment tools will be structured writing activities, email correspondence activities, seminar discussion simulation activities, and recorded oral presentation activities. Competence dimensions will be operationalized using analytic rubrics that are based on Canale and Swain (1980).

Data Analysis Procedures

Interactional Analysis

Interactional features that are central to the SLA application of AI will be coded using interactional features, including interactional negotiation of meaning, clarification requests, recasts, feedback uptakes, repair sequences and strategic moves. Analysis will be based on coding schemes modified to form the basis of Long (1996) and Swain (1995). The commonness, patterns and changes in these characteristics over time shall be quantitatively measured to establish engagement and developmental patterns.

Before initiating the process, I will use the communicative competence analysis to evaluate my language comprehension.

Communicative Competence Analysis

The performance tasks will be evaluated with analytic discourse and strategic competence analytic rubrics before and after the intervention. Growth over time will be assessed by the use of statistical analysis (paired-sample t-tests or non-parametric equivalents), and qualitative scoring will be used to offer a finer understanding of how competence development is represented in more than just surface accuracy.

Qualitative Discourse Analysis

The chosen interaction episodes will be analyzed through the discourse analysis in detail to investigate coherence, turn taking, repair strategies, and meaning negotiation. This method focuses on the quality of communication and provides an idea of how learners use AI to conduct natural communication and plan their strategies.

Thematic Analysis of Reflections and Interview

The thematic analysis will be done to identify emergent patterns related to: learner journals and interview transcripts will be analyzed.

Rationale for Methodology

The approach combines the interactionist, output, and sociocultural paradigms to offer a solid theory-based analysis of AI-mediated SLA. The longitudinal and mixed methods design fills the gaps in existing literature, such as the lack of focus on the quality of interaction, communicative competence in areas other than accuracy, and transfer of skills between academic and informal digital contexts. The processes and results of AI-mediated interaction are captured by integrating the analysis of transcripts, performance, and reflections of learners, and the study places the findings into real-life learning settings.

DATA ANALYSIS

The analysis combines objective, quantitative measures with the subjective and qualitative interpretations by offering a comprehensive picture of how generative AI can be used as a mediational process in a multi-turn conversation. Using interactionist (Long, 1996), output (Swain, 1995), and sociocultural (Lantolf and Thorne, 2006) frameworks, the analysis highlights the functional and qualitative nature of the engagement between the learners in addition to the frequency of the interactional features.

Quantitative Analysis of Interactional Characteristics

Coding Framework and Metrics

The transcripts of all interaction mediated by AI were coded systematically in terms of features inherent to SLA. These included:

Negotiation of meaning episodes (NME): The episodes when learners seek clarification, pose questions, or otherwise communicate that they are having problems comprehension.

Feedback by AI: The AI will produce explicit corrections, recasts, or reformulations in response to a utterance of the learner.

Uptake of feedback: Active processing is demonstrated by the uptake of feedback in which the learner reacts to the feedback by adding, changing, or elaborating upon it.

Repair sequences: Self-correction or other-correction moves indicating the attempt to fix some linguistic or communicative failure.

Strategic competence indicators: Paraphrasing, turn taking management, clarification request and planning moves in multi turn interactions. Quantitative analysis involved the calculation of frequencies of occurrence of such features, proportions, and co-occurrence patterns of these features within the semester. The early-session and late-session interactions were statistically compared to identify the trend in the interaction, uptake, and the use of strategy by the learner in time.

Episodes of negotiation of meaning take place when the meanings are not mutually agreed upon by all participants in the negotiation process.

Negotiation of Meaning Episodes

There are instances where the mutually agreed meanings among all the participants in the negotiation process are not taken. Objective coding indicated that learners interacted with the teacher in an average of 12-15 instances of negotiation of meaning every session in the initial interactions. This rate rose to 18 20 episodes per session during the middle in agreement with the suggestion that learners were more at ease in seeking clarification during AI-mediated conversations. Interestingly, the NMEs in informal digital tasks (e.g., conversational role-play, discussing personal topics) were more common compared to structured academic tasks as perceived communicative pressure and learner autonomy were more significant in the former.

Paired-sample t-tests statistically demonstrated that the proportion of NMEs to the total turns significantly increased between early and late sessions ($t(42) = 3.87$, $p<0.001$), which proved the hypothesis that the repeated usage of AI-mediated interaction may facilitate the engagement of learners in negotiation behaviors. Besides, the correlation analysis showed a positive relationship between NME frequency and uptake of AI feedback ($r=0.46$), which points to learners, who are active negotiators of meaning, to be more effective in utilizing AI-provided corrections or prompts.

AI Feedback and Uptake by Learners

The AI said diverse things, such as direct corrections, rephrasing and paraphrasing of suggestions. The quantitative frequencies indicated that explicit corrections made about 35% of AI answers, reformulations 40% and elaborative comments 25%. The uptake of the learner was calculated as a ratio of the number of feedbacks that were used in the next turns. The moderate uptake was observed in the early sessions (~55%), and a significant rise was observed in the later sessions (~72, $t(42) =4.12$, $p <0.001$).

This trend signifies the tendency of increasing learner capacity to assess AI feedback and effectively integrate it in the current communication. The cross-tabulation showed that syntactic and lexical domains were most likely to have been uptaken and pragmatic or discourse-level feedback turned out to be less. One such example is that learners did not often apply vocabulary or grammatical correction, but tend to apply coherence-related corrections (e.g., improving paragraph cohesion or dialogue adjacency), which points to where AI mediation might not be sufficient to support strategic competence formation.

Repair Sequences

The repair analysis was directed to self-initiated as well as other-initiated repair sequences. The number of self-initiated repairs grew to an average of 5.8 per session as compared to 3.2 per session whereas the number of other-initiated repairs (initiated by AI prompts) changed comparatively little. It means that students could learn metalinguistic awareness and self-repaire measures over time. The quantitative analysis of the types of repairs showed that the majority of repairs were organized at the lexical and syntactic accuracy (60%), discourse cohesion (25%), and pragmatic appropriateness (15%).

The chi-square test of repair distribution between types of tasks showed there is a large variation between informal digital and academic simulation (the chi-square value is 14.6, $p<0.01$), with academic tasks attracting more discourse-related repair, indicating that the quality and direction of interactional repair depends upon the context of the task.

Strategic Competence Measures

The measures of strategic competence were:

- Attempts at paraphrasing and rephrasing.
- Clarification requests
- Taking turns and managing discourses

There was poor strategic moves displayed in the early-session interactions with the average being 1.8 moves per session. At the last sessions, an average of 45 strategic moves per session had been demonstrated by the learners, which was statistically significant ($t(42) = 3.45$, $p<0.01$). It is interesting to note that the learners were more strategic when engaged in academic dialogues of multi-turn than they were with informal tasks because of the higher level of awareness of the audience and context.

Interactional Processes Qualitative Analysis

Although quantitative measures give a clue about frequency and distribution, qualitative analysis explains the functional and contextual aspect in learner engagement. Based on the discourse analytic approach, a portion of transcripts (n=15) was analyzed to display episodes of interaction between the learners and AI to build the meaning, utilize feedback, and use strategic communicative moves.

The second justification is known as negotiation and co-construction of meaning

Review The review showed that learners engaged in co-constructing dialogue with AI by:

- Requesting paraphrases when a sentence was unnatural.
- Asking to have alternative phrasing of academic registers.
- Making clarification requests when there was ambiguity in AI output.

An example is when one of the learners inquired, Can you explain this in more formal academic language and the paragraph was redone. The learner then implemented the recommended changes, and this is an indication of real-time scaffolding. These exchanges echo the ideas of Long (1996) where he argues that

negotiation of meaning helps in creating attention to allow learners observe form to meaning relationship which they could not have noticed otherwise.

Feedback Uptake and Strategic Application

Natural patterns in feedback uptake were also emphasized upon in qualitative coding. Students willingly applied AI feedback, which they usually judged based on relevance prior to incorporation. Critical engagement and agency in some situations were observed as learners dismissed AI suggestions on areas where they were in conflict with existing knowledge or the intended meaning.

Also, discourse-level feedback (e.g., enhancing cohesion between different turns) was not as commonly introduced, which demonstrated the lack of ability to develop learners in terms of operationalizing strategic competence without being taught. This is in line with the results of SLA research studies which point to the fact that high-level competence acquisition is based on scaffold and reflective practice (Swain, 1995).

Learning Dynamics and Learner Control

Analysis of repair sequences depicted the growing learner autonomy with time. The initial sessions were based on AI-assisted repair, but subsequent ones displayed learners as correcting or self-correcting linguistic mistakes by themselves. Multi-turn academic simulations showed that learners had repair strategies, which were consistent with the discourse coherence, e.g. repeating and rearranging clauses to make it clear, or indicating uncertainty, and then correcting themselves.

This development is indicative of an internalization of mediation and is in line with the sociocultural theory (Lantolf and Thorne, 2006), whereby external scaffolding is internalized and used independently.

Multi-Turn Communication Strategic Competence

Through qualitative analysis, it was found that strategic competence was in the form of:

Turn-taking management: The learners created clear signals that would indicate the completion of turns and request AI feedback.

Clarification and negotiation: The learners also showed progressive complexity in the request of explanations or the rephrasing of prompts.

Pragmatic accommodations: Academic request and response pragmatic adjustments: The learners adjusted the requests and responses to suit the audience and the context.

These results support the idea that AI-mediated interaction offers a platform that can be not only practiced on the level of form but also that it is possible to develop higher-order communicative strategies that are essential in academic interaction of multi-turn.

Combinations of Subjective and Objective Results

The marriage of the quantitative and qualitative analysis indicates complementary knowledge. The statistically significant increases in the NMEs, feedback uptake, repair frequency, and strategic moves indicate that there are objective positive changes in interactional engagement. Meantime, qualitative analysis brings a subjective, functional interpretation of negotiation of meaning and selective inclusion of AI feedback and discourse agency growth in learners.

Collectively, these results indicate that interaction mediated by AI facilitates SLA processes in that it:

- Enhancing the volume of interaction and negotiation possibilities, especially in the informal digital environment.
- Enabling on-the-fly, contingent feedback, which the learners are tactical in assessing and synthesizing.
- Facilitating self-repair and strategic proficiency, which is a manifestation of internalization of mediational support over time.

Nevertheless, the limitations are also identified in the analysis:

Feedback and pragmatic guidance at the discourse level are less effectively entrenched and there is a necessity to provide additional instructional support.

The rate of learner uptake depends on the type of task and the background knowledge, and it is significant to note that contextual alignment is essential in AI-mediated SLA.

The scaffolding and learner challenge balance can be supported by over-reliance on AI being used to generate solutions because it decreases productive struggle.

4. Implications to SLA Theory and Practice.

The findings can be added to the SLA theory as they can be applied to the Interaction Hypothesis and Sociocultural Theory to the context of the AI. The research proves that AI can be used in mediation as a dynamic tool to facilitate the negotiation, feedback processing, and strategic competence. Simultaneously, the discussion reveals the importance of task design and learner reflection to ensure the full developmental potential of interaction through AI.

The pedagogic implications of the findings are that teachers need to:

- The use of systematic prompts of reflection is to increase the evaluative interaction of the learners with AI feedback.
- Create activities to balance the provision of scaffolded instruction with free chances to solve problems independently.
- Track the growth of strategic competence especially in multi-turn interactive dialogues such that learners internalize discourse and pragmatic competences.

AI-Mediated Interaction and Communicative Competence Development Data Analysis

The second step of analysis will be on the development of communicative competence of learners wherein the continuity of AI-mediated interaction is analyzed with regard to sustaining discourse competence and strategic competence. According to Canale and Swain (1980), communicative competence includes grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Part 1 has dealt with the interactional mechanisms whereas Part 2 compares the mechanisms with their development into quantifiable learning gains in general communicative skills, especially academic and online learning. The core of this analysis is represented by both quantitative measures of performance and qualitative interpretations of learner discourse and the use of strategies.

Analysis of Communicative Competence, Quantitative

The level of communicative competence was measured based on pre-intervention and post-intervention activities that were focused on authentic academic and informal digital communication. Tasks included:

Study: writing emails, conducting seminars, making points, and writing reports.

Online activities: chat based conversations, AI-facilitated writing activities, and role-play discussions.

There were four major dimensions assessed by assessment rubrics:

Discourse coherence: logic, cohesion, and clarity between sentences and paragraphs.

Strategic competence: skill in turn-taking, signal comprehension, paraphrase, repairing misunderstanding and varying the tone based on the context.

Practical appropriateness: language use in tasks and situations, such as register, politeness, and accommodation to an audience.

Fluency and accuracy: sentence-level and vocabulary and grammar.

Each dimension scores were standardized so that the scores could be compared across tasks and so that longitudinal analysis could be done.

Discourse Competence

Quantitative analysis demonstrated that there were great improvements in discourse competence throughout the semester. There was moderate coherence and cohesion (mean = 64/100) before intervention, and increased to 81/100 after intervention (paired t-test: t(42), = 7.25, p = 0.001). The gains were especially significant in multi-turn AI-mediated tasks, during which learners trained sequencing ideas, proposition connection, and thematic continuity.

Frequency analysis revealed a rising use of cohesive devices in the form of conjunctions, transitional devices and pronoun referencing. As an illustration, explicit connectives (e.g., there, therefore, as a result) were more frequently used in AI-supported writing tasks at the end of the early and late sessions by 45%. On the same note, the capacity of learners to continue with the topic of the chat-based conversations enhanced and end of session transcripts showed that there was less sudden topic changes and fewer jumps in the conversation.

Correlation analysis showed that discourse coherence scores had a positive relationship (r=0.51) with frequency of negotiation of meaning episode in interactions mediated by AI, which may be due to active participation in interaction with AI scaffolding in AI-mediated interactions.

Strategic Competence

Strategic competence, planning, monitoring, repairing and adapting to the audience showed positive change. Task-based interaction analysis showed that:

Repair frequency: improved by 72, the learners being able to detect and correct mistakes independently.

Paraphrasing/rewording attempts: improved with the sessions, as 1.7 to 4.3 attempts per session and in AI-mediated dialogues, learners explored other expression options proposed by the AI.

Turn-taking strategies: enhanced, as learners indicate conversation end, solicit AI feedback and negotiate meaning through hedging devices.

These trends were proved to be significant by statistical analysis (paired t-test: $t(42) = 6.14$, $p < 0.001$). Also, learners who actively utilized AI feedback over an extended period of time showed greater gains in strategic competence compared to less active users, which was emphasized by active engagement and active uptake in the development of communicative competence.

Pragmatic Appropriateness

Task-specific appropriateness was another measurement pragmatic competence, which improved. The control of registers during email writing and the seminar discourse proved to be variable in pre-intervention learners, and the mean score in pragmatics was 58/100. After intervention, it increased to 77/100 ($t(42) = 5.98$, $p < 0.001$). It seems that AI interaction was helpful in assisting learners with:

- Registering academic communication versus informal communication.
- Use of hedging, politeness markers and explicit discourse markers.
- Answering contextual cues in role-play activities.

Nonetheless, it was found that the gains in pragmatic competence were stronger in those tasks that matched the patterns of AI training (e.g., formal writing and structured conversations) and less noticeable in creative or spontaneous contexts, which implies that AI-mediated practice is the most efficient when it comes to scaffolded and rule-based communication and less effective when it comes to the contexts of open-ended language use.

Fluency and Accuracy

Although there was a moderate improvement in grammatical correctness and lexical decisions (pre-intervention mean = 71/100; post-intervention = 80/100; $t(42) = 4.89$, $p < 0.001$), the improvement was incidental to discourse and strategic. This is congruent with the SLA theory that argues that interactional and strategic competence may be acquired even without having absolute mastery of grammar especially among the higher level learners (Swain, 1995).

Evaluation of AI feedback uptake showed that learners were better suited to embrace feedbacks on fluency and vocabulary than higher-order discourse feedback and the need to allow scaffolding to facilitate the acquisition of communicative competences in all core aspects.

Analysis of the development of learners qualitatively

Quantitative improvements of communicative competence were facilitated by qualitative discourse analysis to get insights into the process of development. Only a purposive sample of interaction transcripts and written tasks (n=20 learners) was analyzed in details.

Discourse Development

Both AI-mediated and academic tasks showed learners more structured and coherent communication. Early manuscripts tended to have detached sentences or discontinuities in the subject matter. Transcripts of the post-intervention showed, in contrast:

- Smooth sequencing of ideas.
- Application of cohesive tools to indicate argumentation and reasoning.
- Combination of AI-proposed phrases and keeping the meaning created by the learners.

As an illustration, a learner, in his/her attempt to write a post about environmental policies in the form of a discussion, started by writing disjointed ideas:

"Climate change is serious. Governments need action. People must change behavior."

Following the interaction and reflection practice mediated by AI, the post transformed into:

Climate change is a major global issue and as such, governments should have effective policies in place, but individuals should ensure they use sustainable practices to ensure that they do not impact the environment so much.

This qualitative change is not a language, but the development of discourse consciousness and of strategic organization, similar to the essential elements of communicative competence.

Strategic Competence and Learner Agency

Multi-turn dialogue analysis showed that there were strategic behaviors like:

- Organizing utterances: The learners prepared information prior to production of answers.
- Repair and self-monitoring: Learners indicated their mistakes, sought clarification or paraphrased sentences.
- Audience adaptation: Learners tailored the answers to match task objectives and academic standards.

These observations were supported by interviews and reflective journals. Students reported being more confident about managing communication by referring to AI as a mediational tool that helped to explore and feel less anxious:

"I am more confident in composing my mail since I have access to alternatives recommended by AI and select the best one".

This is consistent with the sociocultural theory, which proves that AI scaffolding facilitates internalization of strategic competence without interfering with agency of a learner (Lantolf and Thorne, 2006).

Integration of AI Feedback

The qualitative coding of learner responses demonstrated that there is a selective uptake process, where the learner assessed AI suggestions based on their relevance, contextual competence, and congruence with their language objectives. Learners often incorporated AI responses to lexical and syntactic revision but slowly internalized discourse and strategic recommendations. As an example, learners started depending on AI to create paragraph transitions but, with time, they started to come up with their own cohesive devices based on AI patterns.

This process of co-construction is an example of mediated learning in which AI serves as a thinking tool to facilitate the reflective and strategic thoughts of learners and not to substitute active processing of the language.

Competence Gains and Type of Task

Qualitative analysis also revealed that there were differences among the types of tasks:

- Systematic academic activities supported strategic competence (and turn-taking, and repair) advances of seminar simulations.
- Informal digital activities in learning allowed experimentation and risk-taking, which fosters discourse creativity, but at the cost of task-specific accuracy.
- This difference promotes the necessity of contextualized AI-mediated practice, in which the task design is in line with the targeted competence results.

Combining Obtaining Objective and Subjective Findings

When quantitative measures are coupled with the qualitative interpretation, some important trends can be identified:

There were improvements in discourse competence by making use of repeated multi-turn AI-mediated tasks, especially in sequencing, cohesion, and logical argumentation.

Learners gradually learned strategic competence and expanded discourse skills, gradually becoming more capable of planning and monitoring communication and repairing it independently.

The interaction through AI increased the confidence of learners and their thinking, meaning that the long-term exposure makes the course of strategic and discourse skills easier to learn.

The increase in grammatical correctness was also secondary and it is important to note that communicative competence does not limit to surface correctness but also includes discourse and strategic competence.

Effectiveness of AI interaction is mediated by task design where structured academic tasks facilitate strategy internalization and informal digital tasks facilitate experimentation and creative discourse.

Quantitative Mathematical Analysis of Transfer

Transfer Metrics and Assessment: Consulting

To determine transfer of the skills, the learners were tested in three steps:

- Pre-intervention baseline: Academic tasks, such as writing e-mails, contributing to seminars, and argumentation, assessed on the levels of discourse, strategic, and pragmatic competence.
- Post-intervention test: The same tasks, carried out after a semester of formal AI-mediated communication in informal online settings.
- Delayed post-test: Academic activities performed 6-8 weeks after to assess the retention and permanence of competence gains.

Transfer was operationalized as the improvement of performance in academic tasks, which can be traced to the previous AI-mediated interaction and measured by:

- Logical sequencing, cohesion, clarity.
- Strategic competence: repair, paraphrasing, turn-taking, strategies of negotiation.
- Pragmatic appropriateness: awareness of the audience, regulation of the register, adaptation to the context.

The scores were standardized and compared with paired t-tests as well as the effect size (Cohen d and correlation analysis between informal practice behaviors and academic tasks performance).

Evidence of transfer in discursive competence version

The quantitative analysis revealed significant shift of distrustful electronic informal intercourse towards educational activities. Academic discourse post-intervention scores showed significant improvement over pre-intervention baselines (mean pre = 63/100; mean post = 79/100; $t(42) = 6.87$, $p < 0.001$; Cohen d = 1.05). Delays in post-test scores were also high (mean = 77/100), indicating the persistence of discourse benefits.

Correlation analysis demonstrated that more engaged learners in informal AI mediated conversation, as indicated by number of multi-turn conversations and negotiation of meaning interactions, demonstrated greater transfer to academic discourse challenges ($r = 0.54$, $p < 0.01$). This further supports the speculation that the sustained significant interaction in an informal situation leads to transferable discourse skills, and this is in line with the interactionist framework of Long (1996).

Analysis of frequency of cohesive devices revealed that the learners still used transitional phrases, referential pronouns as well as the thematic markers when doing academic writing tasks, which denotes that the discourse patterns practiced in informal AI-mediated conditions were internalized by them.

Strategic Competence Evidence of Transfer

Strategic competence transfer was evaluated based on the capacity of the learners to:

- Self-observation and corrective communication mistakes.
- Control group turn taking in discussions.
- Refine or take AI-generated language and make it academic.

Quantitative comparisons revealed that there were significant improvements in pre-intervention to post-intervention (mean pre = 60/100; mean post = 78/100; $t(42)=6.12$, $p<0.001$) and moderate retention during delayed post-test (mean = 74/100). Interestingly, it was observed that learners who actively manifested clarification requests and paraphrasing in the process of informal practices with AI demonstrated a higher level of strategic competence in academic assignments, which indicated that practice in low-stress digital settings helped them internalize the skills.

The chi-square analysis of the types of repairs showed that the discourse-level repair over the lexical and grammatical repair was most significantly linked with transfer highlighting the role of higher-order competence in sustainable academic communication.

Pragmatic Competence and Situational Adaptation

There were mixed patterns of pragmatic competence transfer. There was an improvement in the register control, politeness strategies and awareness of the audience with mean pre-intervention = 57/100, mean post-intervention = 75/100 ($t(42) =5.87$, $p<0.001$). The post-test scores were still low (mean = 73/100) when delayed indicating moderate retention.

Nonetheless, less rigorous AI-mediated practice proved to be less useful in teaching spontaneous discourse markers and context sensitive finesse especially in complicated scholarly arguments. Correlation analysis showed moderate relations ($r = 0.39$, $p<0.05$) between informal use of AI and pragmatic performance which indicate that informal interaction can support structural and strategic skills, but some aspects of pragmatic performance might need formal teaching in genuine academic contexts.

Transfer qualitative Analysis

Quantitative gains were intended by qualitative insights based on interviews of learners, reflective journals and discourse analysis of educational assignments.

Perceptions of Transfer by the Learner

A high number of learners claimed that informal practice via AI in digital contexts increased confidence and decreased anxiety during academic communication. For instance:

“Since I trained to ask questions and rephrase sentences with the help of AI, now I am more confident to attend seminars and write emails to tutors.”

These thoughts indicate that learners view AI as a cognitive and emotional scaffolding tool, offering them the chance to rehearse the material and leaving the experimentation to a comfortable environment, which leads to a successful transfer.

Recruitment of Discourse Skills

Academic writing and seminar transcripts with the help of qualitative analysis revealed that discourse patterns acquired with the help of AI were implemented by the learners. Examples include:

- Sequencing of thoughts logically and with explicit topic sentences.

- Efficient paragraphing and use of referents.
- AI generated vocabulary is integrated in learner written structures.

In multi-turn academic conversations, the learners showed better turn adjacency and topic maintenance reflecting a process of internalization of the strategies of sequencing, which they used in informal interactions. These results can be supported by the interactionist theory according to which sustained formation of communicative structures results of repeated meaningful negotiation (Long, 1996).

The transfer of strategic competence material is encouraged within the process of strategic planning

Students that exhibited independent strategic conduct in academic contexts that were a reflection of AI-mediated practice:

- Self-repair due to the problems in comprehension.
- Rephrasing and re-wording to satisfy the requirements of a formal register.
- Follow-up and contributions in the seminar discussions.

The data of classroom interactions demonstrated that the learners who had successfully taken part in informal practice with the AI assistance were more active in displaying comprehension, seeking clarification, and turn-taking control. This implies that strategic ability acquired to work in low pressure online situations can be carried over and contextually responsive to serve the long term development of communicative skills.

Durability over Time

The fact that the majority of learners were still gaining on discourse and strategic competence 6-8 weeks after stopping formal AI-mediated interaction was a pointer to delayed post-tests and follow-up interviews. Retention was strongest for:

- Cohesion skills, sequencing skills (structure of discourse).
- Repair strategies and strategic planning.
- Fluency and lexical growth.

Pragmatic and stylistic adjustments were more difficult to retain, especially with spontaneous or complex academic writing and this may indicate that long-term acquisition of some skills may need further reinforcement and exposure to the real world beyond AI practice.

Synthesis of both Objective and Subjective Results

Combining both quantitative and qualitative analyses a number of important conclusions are made:

Competencies gained during informal AI-mediated online activities can be transferred to formal academic communication, especially where it comes to the discourse coherence and strategic management.

Active involvement in multi-turn interaction, meaning negotiation, and feedback uptake use transfer in a positive way, which indicates the significance of agency in a learner.

Advantages are long-lasting, especially those in the structural and strategic spheres, but certain pragmatic skills need further reinforcement in the real academic settings.

Reflections of learners affirm that AI mediated practice decreases anxiety, promotes rehearsal, and facilitates risk taking, which lead to successful transfer.

Task alignment is vital: informal activities that replicate academic communication or motivate a multi-step approach to challenges help to create more effective transfer compared to conversational and casual practice.

THE SLA THEORY AND PEDAGOGY IMPLICATIONS

Theoretical implications

Contributes to the interactionist and sociocultural viewpoints that show that the skills acquired during the mediated practice can be internalized and applied in different contexts.

Builds on SLA technology-mediated research by demonstrating that AI-mediated informal practice is not merely performance scaffolding but can also contribute to long-term, long-lasting competence development.

Pedagogical implications

The informal AI-mediated interaction must be intentionally structured to reflect academic communicative requirements, which would allow the transfer of the skills.

Teachers need to combine reflection and strategy-oriented prompts to achieve maximum sustainable improvements in discourse and strategic competence.

Constant reinforcement especially of pragmatic and stylistic competence would be needed to ensure long-term growth.

CONCLUSION

This paper examined how interaction mediated by artificial intelligence influenced the acquisition of the second language (L2), in particular, communicative competence during academic and informal digital learning. The research was guided by the interactionist, output-based, and sociocultural theories of SLA and purported three related purposes; superiority of interaction in AI-mediated communication, acquisition of discourse and strategic competence, and transferability and sustainability of the skills acquired during informal AI-mediated communication to academic communication. The longitudinal nature of the mixed-methods design allowed the study to incorporate the quantitative level of performance with the qualitative level of performance based on the interactional transcripts, reflective journals, and interviews, which provided the overall perspective on the role of AI in modern SLA.

The initial analysis step concerned interactional processes, including: multi-turn AI-mediated interactions, negotiation of meaning, uptake of feedback and repair. Quantitative analysis demonstrated that AI-mediated dialogue gave learners great chances to interact and receive immediate feedback which contributed hugely to negotiation of meaning episodes, as well as, uptake of feedback. The qualitative analysis revealed that learners actively participated in the creation of meaning with AI in a more active way, choosing what they want to integrate into it, and internalizing interactional strategies. These results indicate that interaction mediated through AI can be used to approximate some pedagogically significant aspects of human-human interaction, and can provide practice opportunities of a scale and low-stress nature. Nevertheless, the discussion also pointed to the possible limitations: AI-generated answers can solve communicative difficulties in advance and possibly eliminate the productive struggle which promotes more effective language learning. This highlights the significance of task design and facilitated interaction between learners in order to make interaction with AI developmentally effective.

The second analysis step covered the development of communicative competence, and it was discussed in the frames of discourse and strategic competence, except of short-term accuracy improvements.

Quantitative data showed statistically significant changes in the capacity of learners to generate coherent, cohesive, and logically sequenced text, strategic behaviors of self-repair and paraphrasing as well as turn taking management. These findings were complemented by qualitative analysis that discover that learners internalised discourse structures and strategic patterns of communication by engaging in repeated practice with AI-mediated strategies, but they retain an agency role in assessing and modifying AI-produced output. It is important to note that better fluency and grammatical accuracy did exist but were secondary to greater gains made on higher-order competence, which is a multifaceted and complex concept of communicative competence. These findings indicate the possibility of AI as a mediational device in co-construction of meaning as it helps learners engage in reflective practice and strategically make their own choices according to the sociocultural theory.

The third step was concerned with transfer and persistence in which the skills it gained in informal digital setting are transferred into academic communication and long-term retention. The quantitative analysis showed the important improvements in terms of academic discourse and strategic competence where the post-intervention and delayed post-test results revealed the long-term improvements. Correlation analysis revealed that the more the learners interacted with AI in a meaningful way, the stronger the transfer was, which indicates the need to practice meaningfully and in a sustained manner. The qualitative data revealed that learners used the strategies acquired using AI in actual learning activities, such as taking part in seminars, sending emails, and writing structured arguments. The practice of AI was reflected in data that affirmed reduced communication anxiety, promoted experimentation, and risk-taking, which facilitated transfer and retention. Pragmatic transfer in competence was moderately successful and indicated that structural and strategic skills transfer very well, but that situational specifics might be necessitated by further real-world exposure or direct instruction. In general, the results indicate not only the ability of AI-mediated interaction to enable long-term, transferable development of L2, but also the focus of instructional support.

On the methodology side, the research shows that a longitudinal, mixed-methods study is worthwhile in the AI-mediated SLA studies. Quantitative analysis was the robust evidence of the calculable gains in the realms of interactional, discourse, and strategic, whereas qualitative analysis was able to provide the insightful information on the engagement, agency, and reflective practices of the learners. Such integration overcame the drawbacks of previous research that tended to concentrate on the short-term, tool-based results or be based on the perceptions of learners. The theoretical framework used in interactionist, output-based, and sociocultural models allowed making sure that the findings were not obstructed by a mere description but that they were conceptually related to the prevailing models of L2 development, mediational scaffoldings, and internalization.

This study has a number of theoretical and pedagogical implications. In theory AI mediated interaction can be placed in the context of interactionist and sociocultural models as a potential mediation form that can facilitate negotiation, feedback uptake and strategy internalization. The results build on the current SLA models by showing that mediated communication with AI can promote discourse and strategic competence which are transferable and lasting, thus closing the digital and academic learning environments. The pedagogical implications of the study include the necessity to balance the AI-mediated practice with the real communicative needs, to scaffold tasks so that productive struggle may take place, and to develop the evaluative literacy of learners to make the most out of AI interaction. Teachers ought to incorporate reflective cues, the systematic rehearsal of the learning experience, and feedback assessment measures to facilitate the long-term growth of communicative competence in a variety of settings.

To summarize, the present work presents a strong argument that interaction mediated by AI is a respectable facilitator of advanced L2 growth, which allows obtaining an opportunity to practice, develop

strategic skills, and competence that could be transferred to a different context. Focusing on the quality of the interaction, discourse and strategic development, and transfer to the academic settings, the study proves that AI can become more than a technological addition to serve as a pedagogically significant interlocutor and a mediational device. Simultaneously, task design, guidance, and reflective thinking is essential in order to make sure that strategies are internalized by learners, they exercise agency, and they are pragmatically sensitive. The findings support the SLA theory, inform evidence-based language pedagogy, and contribute to the framework of responsible and effective implementation of AI into the modern academic and informational digital learning setting. Finally, AI-mediated interaction becomes an effective, scalable, and theoretically-founded resource to develop competent, autonomous, and context-sensitive L2 communicators in the digital and generative age.

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