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The Role of Artificial Intelligence in Promoting Interactive English Language Teaching

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Abstract

The rapid development of artificial intelligence has transformed various aspects of education, including English Language Teaching. However, many English classrooms still rely on traditional instructional methods that limit student interaction and engagement. As a result, learners often become passive recipients of information rather than active participants in the learning process. This research aims to explore the role of artificial intelligence in promoting interactive English Language Teaching practices. A qualitative descriptive research design was employed to investigate how artificial intelligence tools were integrated into English instruction and how they influenced classroom interaction. The participants of this research consisted of undergraduate students and English instructors at a university who had experience using artificial intelligence–based applications in English learning activities. Data were collected through classroom observations, semi-structured interviews, and document analysis of students' learning tasks. The collected data were analyzed using thematic analysis to identify patterns related to interaction, student engagement, and teaching strategies supported by artificial intelligence. The findings reveal that the integration of artificial intelligence encouraged more interactive learning environments by facilitating personalized feedback, collaborative tasks, and student-centered activities. Students demonstrated increased participation, confidence, and motivation when artificial intelligence tools were used to support learning. Additionally, instructors reported that artificial intelligence helped them design more dynamic lessons and respond to students' individual needs. The research concludes that artificial intelligence plays a significant role in enhancing interactivity in English Language Teaching and highlights its potential to support meaningful and engaging language learning experiences.

Keywords: *Artificial Intelligence; Interactive; English Language Teaching*

INTRODUCTION

English Language Teaching has continuously evolved in response to changes in educational paradigms, technological advancement, and learners' needs. In recent years, the integration of digital technology has become an essential component of language education, particularly in higher education contexts. Despite these developments, many English classrooms still rely on teacher-centered approaches that limit opportunities for interaction, collaboration, and learner autonomy (Budianto, 2023). This condition often results in passive learning environments where students focus on completing tasks rather than actively engaging in meaningful communication. Consequently, there is a growing need to explore innovative instructional approaches that can enhance interaction and engagement in English Language Teaching. Artificial intelligence has emerged as a powerful tool with the potential to transform educational practices. In language education, artificial intelligence offers various applications such as chatbots, automated feedback systems, speech recognition tools, and adaptive learning platforms (Baskara, 2023; Nualprasert et al., 2025). These technologies enable learners to interact with digital systems in real time, receive immediate feedback, and practice language skills beyond the classroom. However, despite the increasing availability of artificial intelligence tools, their pedagogical use in English Language Teaching remains uneven. Many educators are

uncertain about how artificial intelligence can be effectively integrated into classroom practices to support interaction rather than simply replace traditional activities with digital ones.

Interaction is a crucial element in English Language Teaching, as it allows learners to negotiate meaning, develop communicative competence, and build confidence in language use. Interactive learning environments encourage students to participate actively through discussions, collaborative tasks, and problem-solving activities. Unfortunately, limited class time, large class sizes, and diverse proficiency levels often hinder meaningful interaction. Artificial intelligence has the potential to address these challenges by providing personalized learning experiences and facilitating interaction both between learners and technology and among learners themselves (Muslimin & Harintama, 2020; Sanabria-Z & Olivo, 2024). The importance of this research lies in its focus on interaction as a central goal of English Language Teaching supported by artificial intelligence. Rather than viewing artificial intelligence merely as a technological innovation, this research positions it as a pedagogical resource that can enhance communication and engagement. By examining how artificial intelligence tools are used to promote interactive learning, this research responds to the need for teaching approaches that align with contemporary learners' digital habits and expectations. Students today are familiar with digital platforms and often feel more comfortable interacting through technology, making artificial intelligence a relevant medium for language practice.

Furthermore, the integration of artificial intelligence in English Language Teaching raises important questions about the changing roles of teachers and learners. Teachers are no longer the sole providers of knowledge but act as facilitators who guide students in navigating learning resources. Learners, on the other hand, are expected to take greater responsibility for their learning by interacting with artificial intelligence tools independently and collaboratively (Amhag et al., 2019; Hadianti & Rohmah, 2021). Understanding how these role shifts affect classroom interaction is essential for designing effective teaching strategies that balance technological support and human instruction. Despite the potential benefits of artificial intelligence, concerns remain regarding its implementation in language classrooms. Issues such as limited digital literacy, unequal access to technology, and the risk of overreliance on automated systems may hinder effective integration. Additionally, there is a lack of empirical research that explores how artificial intelligence specifically contributes to interactive English Language Teaching practices, particularly from the perspectives of both teachers and students. Many existing discussions focus on technological capabilities rather than pedagogical outcomes, leaving a gap in understanding how artificial intelligence influences interaction, engagement, and communication processes in real classroom settings.

This research is therefore important because it addresses both pedagogical and practical concerns related to artificial intelligence in English Language Teaching. By investigating how artificial intelligence supports interaction, this research provides insights that can guide educators in designing more engaging and student-centered learning environments. It also contributes to broader discussions about the future of language education in the digital era, emphasizing the need to integrate technology in ways that enhance, rather than diminish, human interaction. Ultimately, this research seeks to demonstrate that artificial intelligence, when used thoughtfully, can play a meaningful role in promoting interactive English Language Teaching that responds to the needs of modern learners.

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REVIEW OF RELATED LITERATURE

Previous research in English Language Teaching has increasingly explored the integration of technology to enhance learning effectiveness and student engagement. Many researchers have reported that digital tools support interactive learning by providing flexible access to materials, encouraging collaboration, and facilitating communication beyond the classroom. In technology-enhanced English instruction, learners are often more motivated and willing to participate in activities that involve multimedia content and interactive platforms. These findings suggest that technology plays a significant role in creating learner-centered environments in English classrooms (Possibilities & Engagement, 2018; Rao, 2019). Research focusing on artificial intelligence in education highlights its potential to personalize learning experiences and provide immediate feedback. In English Language Teaching contexts, artificial intelligence–based tools such as chatbots, automated writing feedback systems, and speech recognition applications have been shown to support language practice and learner autonomy. These tools allow students to practice English independently while receiving responses that simulate real interaction. Previous research also indicates that artificial intelligence can reduce learners' anxiety by providing a non-judgmental environment for language practice.

Other research has examined the impact of artificial intelligence on classroom interaction. Findings suggest that artificial intelligence can facilitate interaction by supporting collaborative tasks, guiding discussions, and offering scaffolding for learners with different proficiency levels. Teachers have reported that artificial intelligence helps them manage classroom diversity and design activities that encourage student participation. However, some research also points out challenges related to students' overdependence on artificial intelligence and the need for teachers to maintain control over instructional goals. Despite these contributions, several research gaps remain (Abrenilla & Redido, 2023). First, there is limited classroom-based research that focuses specifically on the role of artificial intelligence in promoting interactive English Language Teaching rather than general learning outcomes. Second, many previous research works emphasize technological features without sufficiently examining how artificial intelligence influences interaction patterns between teachers and students. Third, there is a lack of qualitative research that captures both teachers' and students' perspectives on the use of artificial intelligence in English classrooms.

Based on these gaps, this research addresses the following research questions: (1) How is artificial intelligence integrated into English Language Teaching to promote classroom interaction? (2) How does artificial intelligence influence students' participation and engagement in English learning activities? (3) What are teachers' and students' perceptions of the role of artificial intelligence in interactive English Language Teaching? The purpose of this research is to explore the pedagogical role of artificial intelligence in fostering interactive English Language Teaching and to provide insights for effective classroom implementation.

RESEARCH METHOD

This research employed a qualitative descriptive research design to explore the role of artificial intelligence in promoting interactive English Language Teaching. A qualitative approach was selected because it allows for an in-depth examination of teaching practices, classroom interaction, and participants' perceptions regarding the use of artificial intelligence in English instruction (Lambert & Lambert, 2013). This design enabled the researchers to capture rich and contextualized data reflecting real classroom experiences

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rather than measuring predefined outcomes. The research was conducted in a university English learning context where artificial intelligence tools were integrated into classroom activities. The participants consisted of English instructors and undergraduate students who had experience using artificial intelligence–based applications in English learning. Purposive sampling was applied to select participants who were actively involved in English classes that utilized artificial intelligence tools such as chatbots, automated feedback systems, and interactive learning platforms. This sampling technique ensured that the participants could provide relevant insights into the pedagogical use of artificial intelligence (Etikan, 2016).

Multiple instruments were used to collect data in order to enhance the credibility of the research. Classroom observations were conducted to document how artificial intelligence was incorporated into teaching activities and how it influenced interaction patterns between teachers and students. Semi-structured interviews were carried out with selected instructors and students to explore their experiences, perceptions, and attitudes toward the use of artificial intelligence in English learning. In addition, document analysis was employed to examine lesson plans, students' assignments, and interaction logs generated through artificial intelligence platforms. These documents provided supplementary evidence of how artificial intelligence supported interactive learning processes (Erdal Marta Bivand et al., 2022; Ryan et al., 2009; Zevalkink, 2021). The data analysis followed a thematic analysis procedure. All observation notes and interview recordings were transcribed to ensure accuracy and completeness. The researchers then conducted open coding to identify recurring patterns related to instructional strategies, student engagement, interaction types, and perceived benefits or challenges of using artificial intelligence. These initial codes were grouped into broader themes that represented the role of artificial intelligence in promoting interactive English Language Teaching. To ensure trustworthiness, data triangulation was applied by comparing findings across observations, interviews, and documents. Member checking was also conducted by sharing preliminary interpretations with participants to confirm the accuracy of the researchers' interpretations. Through this systematic analysis, the research generated a comprehensive understanding of how artificial intelligence contributed to interactive English Language Teaching practices (Miles et al., 2014).

FINDINGS

The findings of this research reveal that artificial intelligence played a significant role in promoting interactive English Language Teaching by transforming classroom dynamics, increasing student participation, and reshaping teachers' instructional practices. Data from classroom observations, interviews, and document analysis indicate that artificial intelligence functioned as both an interactive partner and a pedagogical support tool in English learning activities. One major finding concerns the increased level of student interaction during English lessons supported by artificial intelligence. Classroom observations showed that students were more actively involved in learning activities when artificial intelligence tools such as chatbots and automated feedback systems were used. Students interacted not only with the teacher but also with digital systems that responded to their input in real time. This created additional opportunities for language practice beyond traditional teacher–student interaction. One student explained, "When I use the AI chatbot, I feel like I can practice English anytime. It answers my questions and encourages me to continue speaking without feeling afraid." This statement reflects how artificial intelligence reduced students' anxiety and promoted continuous interaction.

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Another important finding relates to students' engagement and motivation. The use of artificial intelligence encouraged students to participate more actively in classroom discussions and tasks. Students reported that artificial intelligence made learning more interesting because it offered immediate responses and personalized feedback. An instructor stated, "I noticed that students who were usually quiet became more active when AI tools were introduced. They seemed more confident to try speaking and writing in English." This indicates that artificial intelligence supported inclusive interaction by accommodating students with different proficiency levels. The findings also reveal that artificial intelligence facilitated personalized interaction. Through automated feedback on writing and speaking tasks, students received individualized responses that were difficult to provide in large classes. Students perceived this feedback as helpful and motivating. One student commented, "The AI gives feedback on my grammar and vocabulary instantly. It helps me understand my mistakes without waiting for the teacher." This immediate interaction allowed students to revise their work independently, fostering learner autonomy while maintaining active engagement with English.

From the teachers' perspective, artificial intelligence supported the creation of more interactive teaching strategies. Instructors reported that artificial intelligence helped them design collaborative activities such as group discussions, role plays, and problem-solving tasks. One teacher shared, "AI helps me prepare interactive tasks faster. I can focus more on guiding discussion rather than explaining everything." This finding suggests that artificial intelligence reduced teachers' workload and allowed them to act as facilitators of interaction rather than sole knowledge providers. Another finding highlights the role of artificial intelligence in extending interaction beyond the classroom. Students used artificial intelligence tools outside class time to practice English, ask questions, and complete assignments. This continuous interaction contributed to increased exposure to English and greater confidence in language use. A student stated, "I practice speaking with AI at home before class. So, when I come to class, I am more ready to talk." This demonstrates that artificial intelligence supported sustained interaction and preparation for in-class participation. However, the findings also reveal challenges related to the use of artificial intelligence. Some students expressed concerns about overdependence on AI-generated responses. A student admitted, "Sometimes I just accept the AI answer without thinking deeply." This indicates the need for teacher guidance to ensure that artificial intelligence supports critical thinking rather than passive learning. Teachers also emphasized the importance of balancing AI use with human interaction. One instructor noted, "AI is helpful, but it cannot replace discussion with classmates. Students still need real communication."

Overall, the findings show that artificial intelligence promoted interactive English Language Teaching by increasing participation, supporting personalized feedback, and extending interaction beyond classroom boundaries. The inclusion of students' and teachers' voices demonstrates that artificial intelligence, when guided appropriately, can enhance interaction and engagement in English learning. These findings suggest that artificial intelligence functions most effectively as a pedagogical partner that complements, rather than replaces, human interaction in English Language Teaching.

DISCUSSION

This research highlights the novelty of integrating artificial intelligence as an interactive pedagogical partner rather than merely a technological tool in English Language Teaching. Unlike conventional technology-assisted learning, the findings demonstrate that

artificial intelligence actively shapes interaction patterns, learner autonomy, and instructional roles (Avsheniuk et al., 2023). The novelty of this research lies in its emphasis on artificial intelligence as a mediator of interaction that bridges classroom learning and autonomous practice. From a theoretical perspective, this research contributes to English Language Teaching by extending interaction-based learning theories into artificial intelligence–supported environments. Interaction has long been recognized as a core element in language acquisition; however, this research shows that artificial intelligence creates new forms of interaction that are continuous, personalized, and less anxiety-inducing. Artificial intelligence allows learners to interact with language in a low-pressure context, supporting affective factors such as confidence and motivation (Fathi et al., 2024; Jiménez-García et al., 2024). This expands theoretical understanding of interaction by positioning artificial intelligence as a responsive interlocutor that supplements human communication rather than replacing it.

Furthermore, this research contributes to the growing body of knowledge on learner autonomy. The findings reveal that artificial intelligence encourages students to take greater responsibility for their learning through instant feedback and self-directed practice. Theoretically, this supports the shift from teacher-centered instruction to learner-centered interaction, where learners engage actively with content, technology, and peers (Soori et al., 2025; Wiboolyasarin et al., 2024). Artificial intelligence thus becomes a catalyst for autonomous learning while maintaining meaningful interaction with English. In practical terms, the findings offer important implications for English Language Teaching practices. Teachers can utilize artificial intelligence to design interactive learning activities that accommodate diverse proficiency levels. The use of automated feedback systems allows teachers to focus more on facilitating discussion and monitoring interaction rather than correcting every linguistic error. This practical contribution is particularly valuable in large classrooms where personalized feedback is challenging to provide.

Additionally, this research underscores the importance of guided artificial intelligence integration. While artificial intelligence enhances interaction and engagement, the findings also indicate potential risks of overreliance. Therefore, teachers play a critical role in scaffolding artificial intelligence use by encouraging critical reflection and collaborative discussion (Andrews & Rapp, 2015; Forslund Frykedal & Hammar Chiriac, 2018). Practical implementation should balance artificial intelligence–mediated interaction with peer and teacher interaction to ensure holistic language development. Another practical contribution lies in extending learning beyond classroom boundaries. Artificial intelligence enables continuous interaction with English outside scheduled class time, increasing exposure and practice opportunities. This finding suggests that artificial intelligence can support blended and flexible learning models that align with contemporary educational needs. Overall, the discussion affirms that the integration of artificial intelligence in English Language Teaching offers both theoretical advancement and practical value. By positioning artificial intelligence as an interactive partner, this research provides a novel perspective on how technology can reshape interaction, autonomy, and engagement. The contributions of this research encourage educators and institutions to adopt artificial intelligence thoughtfully, ensuring that it enhances, rather than diminishes, the human dimension of English Language Teaching.

CONCLUSION

This research examined the role of artificial intelligence in promoting interactive English Language Teaching practices. The findings demonstrate that artificial intelligence

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has significant potential to enhance classroom interaction, learner engagement, and instructional effectiveness. By integrating artificial intelligence into English learning activities, teachers were able to create more student-centered environments where learners actively participated in the learning process rather than remaining passive recipients of information. One of the key conclusions of this research is that artificial intelligence supports meaningful interaction by providing immediate feedback and personalized learning opportunities. These features enable learners to practice English in a supportive environment that reduces anxiety and increases confidence. As a result, students become more willing to experiment with language use, participate in discussions, and engage in collaborative learning activities. This finding confirms that artificial intelligence can strengthen both cognitive and affective dimensions of language learning.

Another important conclusion is the shift in the teacher's role within artificial intelligence–supported classrooms. Teachers are no longer positioned solely as knowledge providers but as facilitators who guide interaction, monitor progress, and design engaging learning experiences. Artificial intelligence assists teachers by handling routine tasks such as feedback and practice activities, allowing instructors to focus on higher-level pedagogical functions, including critical discussion and communicative competence development. This research also concludes that artificial intelligence extends learning beyond classroom boundaries. Students can interact with English independently through artificial intelligence tools outside scheduled class time, increasing language exposure and practice frequency. This continuous interaction contributes to sustained learning and supports blended learning models that respond to the demands of contemporary education.

Despite its benefits, this research emphasizes that artificial intelligence should not replace human interaction in English Language Teaching. Instead, artificial intelligence functions most effectively when integrated thoughtfully alongside teacher and peer interaction. A balanced approach ensures that learners develop not only linguistic accuracy but also communicative and social skills. In conclusion, this research affirms that artificial intelligence plays a crucial role in fostering interactive English Language Teaching. When implemented responsibly, artificial intelligence enhances interaction, promotes learner autonomy, and supports innovative teaching practices. These conclusions highlight the importance of pedagogically grounded artificial intelligence integration to ensure meaningful and sustainable language learning outcomes.

LIMITATION AND SUGGESTIONS

Although this research provides valuable insights into the role of artificial intelligence in promoting interactive English Language Teaching, several limitations should be acknowledged. First, this research was conducted within a limited educational context, involving participants from a single institution. As a result, the findings may not fully represent diverse teaching environments, learner backgrounds, or institutional policies related to artificial intelligence integration. Different contexts may yield varied interaction patterns and learning outcomes. Second, this research employed a qualitative descriptive approach, which allowed for an in-depth exploration of participants' experiences but did not measure learning outcomes quantitatively. The absence of statistical data limits the ability to generalize the effectiveness of artificial intelligence in improving specific language skills such as grammar accuracy, vocabulary acquisition, or speaking fluency. Additionally, the reliance on self-reported data from interviews may have introduced subjective perspectives, as participants' responses could be influenced by personal attitudes toward technology.

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Another limitation concerns the variety of artificial intelligence tools used by participants. Since different applications offer distinct features and levels of interactivity, the findings may reflect combined experiences rather than the impact of a single, standardized artificial intelligence platform. Furthermore, technological factors such as internet access and digital literacy were not examined in depth, even though they may affect the successful implementation of artificial intelligence in English Language Teaching. Based on these limitations, several suggestions are proposed for future research and practice. Future research is recommended to involve multiple institutions and diverse learner populations to enhance the generalizability of findings. Incorporating mixed-method or quantitative approaches could provide measurable evidence of learning improvement resulting from artificial intelligence integration. Future researchers may also focus on specific language skills or compare different artificial intelligence tools to identify their distinctive pedagogical contributions. From a practical perspective, English teachers are encouraged to receive professional development on pedagogically sound artificial intelligence use. Institutions should provide clear guidelines and infrastructure support to ensure ethical and effective integration. By addressing these limitations and suggestions, future research and practice can further optimize the role of artificial intelligence in English Language Teaching.

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