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Teaching Grammar in Context: Using AI to Analyze Literary Texts

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Abstract

The incorporation of Artificial Intelligence (AI) into education has expanded rapidly worldwide, providing innovative opportunities to enhance both teaching and learning processes. Despite these global advancements, the adoption of AI particularly in the teaching of English grammar. Although AI technologies offer clear benefits such as personalised instruction and immediate feedback, both teachers and students demonstrate a marked reluctance to embrace these tools. While international trends underscore the increasing role of AI in language education, educational context reveals distinct barriers to implementation. The findings indicate that AI-supported instruction resulted in observable improvements in students' grammar proficiency; however, acceptance at the secondary school level remained limited. Classroom observations, and teacher interviews revealed widespread skepticism among secondary school teachers and learners toward AI tools, including grammar-checking software and language-learning chatbots.

Keywords

Education Landscape, Artificial Intelligence, Grammar Comprehension, Language Learning

Introduction

In an era of rapid technological development, the education sector has undergone notable transformation with the introduction of Artificial Intelligence (AI). The integration of AI into classroom practices has particularly influenced the teaching and assessment of grammar. However, the application of AI in these areas has revealed several significant challenges. These include the risk of excessive reliance on automated systems (Dugosija, 2024), insufficient pedagogical expertise among educators (Moorhouse, 2024), AI's limited capacity to evaluate creativity, critical thinking, and contextual understanding (Sporrong et al., 2024), as well as ethical concerns related to academic dishonesty and misuse for shortcuts in learning (Meylani, 2024). Collectively, these issues restrict the effective use of AI in language instruction and assessment.

Literature Review

Similarly, Seo et al. (2021) highlighted concerns among higher education instructors that students may become overly dependent on technology to correct grammatical errors, potentially reducing their motivation to internalize grammar rules independently. This overdependence may result in weakened critical thinking abilities and diminished communicative competence (Tan et al., 2024). In addition, Akinwalere and Ivanov (2022) observed that the increasing use of AI for completing academic tasks has intensified the risk of cheating and plagiarism. With minimal effort, students are now able to generate essays, solve complex problems, or produce creative texts that appear authentic (Meylani, 2024). Furthermore, Taylor (2024) argued that AI-driven tools often struggle to accurately interpret learners' tone, intent, or cultural context. Consequently, students may receive linguistically accurate yet contextually inappropriate or misleading feedback (Putra, 2023). Such limitations may hinder learners' deeper understanding of language use, particularly in mastering the subtleties of everyday communication (Sporrong et al., 2024).

Furthermore, Walter (2024) discussed the rapid development of AI-driven tools such as Grammarly, ChatGPT, and QuillBot, noting that their pace of advancement often exceeds educators' ability to adapt instructional strategies and meaningfully integrate these technologies into existing curricula. As a result, many teachers report feeling overwhelmed by the continuous need to become familiar with new platforms and to develop a sufficient understanding of increasingly complex AI functionalities in order to use them effectively for instructional purposes (Benazir & Rafique, 2025). Additionally, limited institutional support and inadequate professional training further contribute to educators' uncertainty and lack of preparedness in employing AI tools in the classroom. This lack of guidance frequently leads to inconsistent implementation and reduces the overall educational effectiveness of AI-based applications for students (Nguyen, 2023).

Discussions

Teachers play a crucial role in fostering AI literacy among students by integrating appropriate content and learning activities into their lessons, as they are directly engaged in the instructional process (Casal-Otero et al., 2023). However, expecting educators to rapidly transition into AI-literate practitioners presents a significant challenge, particularly given that many teachers lack formal training in AI and already face substantial professional demands (Sanusi et al., 2022). This challenge is further compounded by the considerable time and effort required to effectively embed AI-related instruction into existing curricula (Lin & Brummelen, 2021).

While AI has the potential to improve the efficiency and effectiveness of language teaching and assessment, achieving an appropriate balance between technological tools and traditional pedagogical approaches is essential to ensure meaningful learning outcomes (Rochelle & Sushith, 2024). The use of AI-based tools for assessing grammar skills can enable teachers to deliver personalised feedback, monitor learner progress, and adapt instruction to meet individual learning needs (Marzuki et al., 2023). Nevertheless, AI-driven assessment should be

complemented with face-to-face interaction, individualized guidance, and focused practice activities to support a deeper understanding of grammatical concepts and the development of practical communicative competence (Dhanapal et al., 2024). Striking a balance between the innovative efficiency of AI technologies and conventional teaching practices that nurture critical thinking and communication skills is therefore essential for developing well-rounded language learners in the digital era.

Results

Despite the growing body of research on Artificial Intelligence in education, limited attention has been given to teachers' perspectives on AI integration in higher education, particularly in the areas of grammar instruction and assessment. Similarly, only a small number of studies have explored AI use at the secondary education level (Lindner & Romeike, 2019). Moreover, existing research has largely focused on student outcomes, with comparatively less emphasis on educators' viewpoints and experiences (Zulkarnain & Yunus, 2023).

Grammar instruction has long been a debated issue within language education. Conventional approaches, such as explicit rule-focused instruction, have often been contrasted with communicative methodologies that prioritise fluency and authentic language use. This ongoing debate is further influenced by differences in learners' needs, cultural backgrounds, and levels of language proficiency. The emergence of AI-powered tools, including ChatGPT and other generative technologies, introduces new possibilities for addressing these pedagogical challenges. Through the use of AI, educators can develop personalised and contextually meaningful learning materials that support a wide range of grammar teaching approaches, from inductive, discovery-oriented strategies to more structured, deductive instruction.

This article has explored the evolving role of Artificial Intelligence in grammar instruction within contemporary language education. Against the long-standing debate between rule-based and communicative approaches to grammar teaching, AI-driven tools offer promising opportunities to bridge pedagogical divides by supporting both accuracy and fluency. The findings discussed in this article suggest that AI technologies, such as generative language models and adaptive learning platforms, can enhance grammar instruction through personalised feedback, context-rich practice, and flexible instructional pathways that accommodate diverse learner needs, proficiency levels, and cultural contexts.

However, the effective integration of AI in grammar teaching is not without challenges. Issues related to teacher preparedness, ethical concerns, over-reliance on automated systems, and the limitations of AI in interpreting context and creativity underscore the need for a balanced and critical approach. Rather than replacing traditional instructional practices, AI should be viewed as a complementary tool that supports informed pedagogical decision-making.

Conclusion

Ultimately, successful grammar instruction in the digital age depends on the thoughtful combination of AI technologies and established teaching methods. By maintaining this balance, educators can foster grammatical accuracy, communicative competence, and critical language awareness. Future research should further examine teachers' perspectives, long-term learning outcomes, and context-specific implementation strategies to ensure that AI-enhanced grammar

instruction contributes meaningfully to effective and sustainable language education.

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