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From Traditional Grammar Teaching to AI-Assisted Learning: Adapting English Grammar Pedagogy for the Age of Artificial Intelligence

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Abstract

English grammar has traditionally been taught through explicit explanation, memorisation of rules, teacher-led examples, written exercises, correction, and periodic assessment. Although this approach provides learners with a structured understanding of grammatical rules, it often gives limited opportunities for individualised practice, immediate feedback, and meaningful language use. The emergence of Artificial Intelligence (AI), particularly Generative AI tools such as ChatGPT, has created new possibilities for transforming conventional grammar instruction. However, the integration of AI should not be viewed as a complete replacement for traditional grammar teaching or the language teacher. Instead, traditional grammar pedagogy can be adapted by combining its strengths with the personalisation, immediate feedback, interactive practice, and content-generation capabilities of AI.

This paper proposes a teacher-guided AI-assisted model for English grammar instruction. The model retains the fundamental stages of traditional grammar teaching—rule explanation, examples, guided practice, correction, and assessment—while incorporating AI at appropriate stages to provide personalised exercises, contextual examples, immediate feedback, error analysis, and additional practice. The paper discusses the strengths and limitations of traditional grammar teaching, opportunities provided by AI, challenges associated with AI-generated feedback, learner dependence, accuracy, academic integrity, privacy, and the changing role of teachers. It proposes a hybrid model in which teachers remain responsible for pedagogical decisions, while AI functions as a supplementary learning assistant. The paper argues that the future of grammar teaching lies not in abandoning established methods but in intelligently adapting them to a technologically enriched learning environment.

Keywords: English grammar, Artificial Intelligence, Generative AI, ChatGPT, grammar teaching, EFL, traditional pedagogy, AI-assisted learning, teacher-guided learning, language education

RESEARCH ARTICLE**1. Introduction**

English grammar occupies an important position in second-language and foreign-language education. Grammatical knowledge enables learners to construct meaningful sentences, express relationships between ideas, communicate accurately, and interpret written and spoken language. For decades, grammar has been taught through established classroom practices such as rule explanation, examples, repetition, written exercises, error correction, and examinations. This traditional approach has provided learners with a systematic foundation in English grammar.

A typical traditional grammar lesson follows a relatively predictable sequence: the teacher introduces a grammatical rule, explains its form and usage, provides examples, asks students to complete exercises, checks their answers, and finally evaluates their understanding through a test or assignment. For example, while teaching the present perfect tense, a teacher may explain the structure “has/have + past participle,” provide examples, discuss its uses, and give students a series of exercises.

The traditional method has several advantages. It gives students explicit knowledge of grammatical structures and enables teachers to maintain a systematic progression from simple to complex concepts. It is particularly useful for learners who require clear explanations of grammatical rules. However, traditional instruction can also become highly teacher-centred. In a large classroom, the teacher may not have sufficient time to identify every learner's individual weaknesses or provide personalised practice. Students who learn quickly may find repetitive exercises unchallenging, whereas students who require additional support may struggle to keep pace with the class.

The development of Artificial Intelligence has created an opportunity to address some of these limitations. Generative AI applications can generate examples, explanations, exercises, dialogues, quizzes, and feedback almost instantly. AI can also modify explanations according to learners' proficiency levels and provide additional practice when students make repeated errors.

Nevertheless, introducing AI into grammar teaching raises an important pedagogical question: Should traditional grammar teaching be replaced by AI? This paper argues that the answer is no. The more productive approach is to adapt traditional grammar pedagogy through carefully controlled AI integration. The teacher should remain central to the learning process, while AI should function as a supplementary tool for personalisation, practice, feedback, and learner engagement.

2. Traditional Methods of Teaching English Grammar

Traditional grammar teaching is generally associated with explicit instruction. The teacher presents grammatical rules and demonstrates how they operate in sentences. Students then practise the structures through controlled activities.

The conventional grammar teaching cycle can be represented as:

Rule → Explanation → Examples → Practice → Correction → Assessment

This approach provides several pedagogical benefits. First, explicit instruction gives learners a clear understanding of grammatical forms. Instead of expecting students to discover every grammatical rule independently, teachers can explain complex structures directly. Second, controlled

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exercises provide repeated exposure to grammatical patterns. Third, teacher correction allows learners to identify errors and understand the appropriate forms.

Traditional instruction is also useful in examination-oriented educational contexts. Grammar-based examinations frequently require students to identify errors, complete sentences, transform structures, choose appropriate forms, and demonstrate knowledge of grammatical rules. Therefore, abandoning explicit grammar teaching completely may not be appropriate.

However, traditional methods may have limitations when they are used exclusively. Grammar lessons can sometimes become focused on memorising rules rather than applying them in meaningful communication. Students may know that a particular sentence is grammatically correct but may still struggle to use the structure naturally in conversation or writing.

Another limitation is the issue of individual differences. A teacher may teach one explanation to an entire class even though students have different proficiency levels. Providing individualised exercises for every student can be difficult, particularly in large classrooms.

These limitations suggest that traditional grammar teaching does not necessarily need to be discarded. Instead, its strengths can be retained while technology is used to provide greater flexibility and individualisation.

3. Artificial Intelligence and English Grammar Learning

Artificial Intelligence has increasingly become part of language education. Generative AI systems can respond to natural-language prompts and generate text that resembles human communication. In English-language learning, these systems can provide examples, explanations, corrections, dialogues, vocabulary activities, writing prompts, and grammar exercises.

One significant advantage of AI is immediate feedback. In traditional classrooms, students may submit an exercise and receive corrections later. An AI system can potentially respond immediately, allowing learners to identify and revise errors during the learning process.

A second advantage is personalisation. Students can ask an AI system to explain a grammar concept using simple English, provide advanced examples, create exercises based on their mistakes, or explain why a particular answer is incorrect. This makes it possible to create different learning pathways for students with different levels of proficiency.

For example, a student who repeatedly confuses “since” and “for” can request additional examples and exercises specifically targeting that difficulty. Another student who has already mastered the concept can receive more advanced application-based tasks.

AI can therefore extend the traditional grammar cycle:

Rule → Explanation → Examples → Practice → AI Feedback → Teacher Feedback → Communicative Application → Assessment

The addition of AI does not eliminate the teacher. Instead, it adds another layer of practice and feedback.

RESEARCH ARTICLE**4. Adapting Traditional Grammar Teaching Through AI**

The central argument of this paper is that traditional grammar teaching can be transformed without losing its fundamental pedagogical value.

4.1 Rule Explanation

In the traditional classroom, the teacher explains a grammatical rule. AI can support this process by providing alternative explanations. A teacher may introduce the rule, after which students can use AI to obtain additional explanations at their own level.

For example, the teacher may explain conditional sentences using standard terminology. A student who finds the explanation difficult can ask AI to explain the same concept using simple English and everyday examples.

4.2 Example Generation

Teachers normally prepare examples before class. AI can generate additional examples rapidly. These examples can be adapted to specific contexts such as education, engineering, business, travel, or daily life.

For engineering students, for example, grammar examples can be related to machines and technology:

“Engineers will test the robot tomorrow.”

“The technician has repaired the machine.”

“If the sensor detects an obstacle, the robot will stop.”

Contextual examples can make grammar more relevant to learners' academic and professional needs.

4.3 Individualised Practice

Traditional worksheets normally provide the same questions to all students. AI can generate different exercises for different learners. Students who need basic practice can receive simple sentence-completion exercises, whereas advanced learners can receive error-correction, transformation, and paragraph-writing tasks.

This changes grammar practice from a uniform model to a differentiated model.

4.4 Immediate Feedback

Feedback is one of the most important possibilities offered by AI. Students can submit a sentence and ask the system to identify grammatical errors and explain them.

However, AI feedback should not automatically be considered correct. AI systems may occasionally generate inaccurate explanations or incorrectly judge a sentence. Therefore, teacher verification remains important, particularly for complex grammatical or contextual issues.

4.5 Communicative Practice

Traditional grammar exercises frequently concentrate on isolated sentences. AI can help students move from controlled practice to meaningful communication.

After learning the future tense, for example, students can ask AI to conduct a conversation about their future plans. After learning conditionals, they can participate in hypothetical conversations. Thus, grammar can move from memorisation toward practical language use.

RESEARCH ARTICLE**5. A Proposed Teacher-Guided AI Grammar Model**

This paper proposes a **Teacher-Guided AI Grammar Model (TAGM)**.

The model consists of seven stages:

1. Diagnose → 2. Explain → 3. Demonstrate → 4. Practise → 5. Receive AI Feedback → 6. Apply Communicatively → 7. Evaluate

Stage 1: Diagnose

Students complete a short diagnostic test. The teacher identifies common grammatical weaknesses.

Stage 2: Explain

The teacher provides explicit instruction on the grammar topic. This preserves the strength of traditional teaching.

Stage 3: Demonstrate

The teacher provides examples and explains the grammatical structure in meaningful contexts.

Stage 4: Practice

Students complete conventional classroom exercises. AI can subsequently generate additional exercises according to individual needs.

Stage 5: AI Feedback

Students use AI to receive immediate explanations and additional practice. They are encouraged to ask questions such as:

“Why is my answer incorrect?”

“Give me five similar questions.”

“Explain this rule using simple English.”

Stage 6: Communicative Application

Students use the grammar structure in conversations, paragraphs, role plays, presentations, or real-life situations.

Stage 7: Evaluation

The teacher conducts a post-test or performance assessment. AI-generated practice may support formative assessment, but final academic evaluation should remain under teacher control.

This model combines the reliability of traditional pedagogy with the flexibility of AI.

6. Role of the Teacher in an AI-Assisted Grammar Classroom

The introduction of AI changes the teacher's role but does not make the teacher unnecessary. In an AI-supported classroom, the teacher becomes a facilitator, evaluator, curriculum designer, and critical mediator.

Teachers must decide which AI activities are educationally appropriate. They must also teach students how to evaluate AI-generated information rather than accepting every response as correct. The teacher is particularly important in explaining contextual differences. Grammar is not simply a collection of rules. Language is influenced by context, purpose, audience, culture, register, and communication goals. AI may generate a grammatically acceptable sentence that is inappropriate for a particular situation.

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Therefore, students need human guidance to understand why a particular expression is appropriate in one context but unsuitable in another.

The teacher also provides emotional and motivational support that an AI system cannot fully reproduce. Classroom interaction, peer learning, encouragement, and observation of learner behaviour remain important components of language education.

7. Benefits of AI-Assisted Grammar Teaching

AI-assisted grammar teaching can provide several potential benefits.

First, it enables **personalised learning**. Students can receive exercises appropriate to their proficiency levels.

Second, it provides **immediate feedback**, allowing learners to identify errors quickly.

Third, AI can increase **practice opportunities**. Students are not limited to the exercises available in a textbook.

Fourth, AI can improve **learner engagement** by converting grammar practice into conversations, quizzes, games, and contextual tasks.

Fifth, AI can support **self-directed learning**. Students can practise outside classroom hours.

Sixth, AI can assist teachers in preparing instructional materials, including worksheets, quizzes, examples, dialogues, and revision exercises.

Thus, AI can reduce some of the repetitive workload associated with grammar instruction while giving teachers more opportunities to focus on higher-level teaching activities.

8. Challenges and Ethical Considerations

Despite its benefits, AI-assisted grammar teaching has significant challenges.

The first challenge is **accuracy**. Generative AI can produce incorrect or misleading information. Students may therefore develop incorrect grammatical concepts if AI responses are accepted without verification.

The second challenge is **overdependence**. If students ask AI to correct every sentence, they may stop analysing grammar independently. The objective should be to develop learners' grammatical competence, not simply to produce error-free text with the assistance of AI.

The third challenge is **academic integrity**. Students may use AI to complete assignments rather than learn from the process. Teachers therefore need to design assessments that evaluate students' independent understanding.

The fourth challenge is **digital inequality**. Not all students may have equal access to devices, reliable internet connections, or AI applications.

The fifth challenge concerns **privacy and data protection**. Students should be taught not to share sensitive personal information with AI systems.

Finally, teachers require professional development. Effective AI integration cannot be achieved simply by providing students with access to an AI application. Teachers need training in prompt design, AI evaluation, digital ethics, assessment, and responsible classroom use.

RESEARCH ARTICLE**9. Research Methodology for Future Empirical Study**

The proposed model can be tested through a quasi-experimental study involving undergraduate English-language learners.

Three groups may be formed:

Group	A:	Traditional	grammar	instruction
Group	B:	AI-assisted	grammar	instruction
Group C: Teacher-guided AI-assisted grammar instruction				

The study may be conducted over six to eight weeks. Grammar areas may include tenses, articles, prepositions, subject-verb agreement, modals, conditionals, active and passive voice, and sentence transformation.

A pre-test can be administered before the intervention and a post-test after the intervention. Student questionnaires can measure attitudes toward AI, while interviews can provide qualitative information about learners' experiences.

The primary quantitative measure can be improvement in grammar scores:

Improvement = Post-test Score – Pre-test Score

The results can then be compared among the three groups.

It is expected that the teacher-guided AI group may demonstrate stronger outcomes because it combines explicit instruction, human guidance, individualised AI practice, and communicative application.

10. Discussion

The integration of AI into grammar teaching should be understood as a pedagogical transformation rather than a technological replacement. Traditional grammar teaching has developed valuable practices that should not be abandoned. Explicit explanation, systematic progression, controlled practice, teacher correction, and assessment remain important.

At the same time, the modern learning environment requires greater personalisation and interaction. AI can provide additional practice and immediate feedback that may be difficult for one teacher to provide to every learner.

The most effective approach is therefore likely to be a hybrid one. Teachers can introduce and explain concepts, AI can provide personalised practice, students can engage in communicative activities, and teachers can evaluate the learning outcomes.

The key principle should be:

AI supports learning; the teacher directs learning.

This principle prevents technology from becoming the centre of education. Instead, technology becomes a tool within a broader pedagogical framework.

11. Conclusion

Traditional English grammar teaching has played an important role in developing learners' grammatical knowledge. Its emphasis on rules, explanation, examples, practice, correction, and assessment continues to have educational value. However, traditional methods alone may not fully

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address the needs of contemporary learners who require personalised instruction, immediate feedback, flexible practice, and opportunities for meaningful communication.

Artificial Intelligence provides new possibilities for addressing these needs. Generative AI can explain grammar, create examples, generate exercises, provide immediate feedback, identify recurring errors, and simulate communicative situations. Nevertheless, AI should not replace teachers or traditional pedagogy.

This paper proposes that the future of grammar education lies in a **teacher-guided AI-assisted approach**. The proposed model retains the strengths of conventional grammar teaching while integrating AI for personalisation, practice, feedback, and communication.

The transition can therefore be expressed as:

Traditional Grammar Teaching → AI-Supported Traditional Teaching → Personalised Grammar Learning

The goal is not to teach grammar *through AI instead of teachers*, but to teach grammar *better with the responsible support of AI*. The teacher remains the pedagogical decision-maker, while AI becomes a powerful supplementary assistant.

Future empirical research should investigate the effectiveness of different AI-supported grammar models across proficiency levels, educational contexts, and grammar areas. Such research can help establish evidence-based guidelines for responsible AI integration in English-language education.

Ultimately, the successful use of AI in grammar teaching will depend not on how much technology is introduced, but on how intelligently it is integrated with sound pedagogical principles. The most promising future is therefore neither purely traditional nor purely technological, but a balanced combination of teacher expertise, traditional grammar pedagogy, AI-supported personalisation, and meaningful communication.

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