



Leveraging AI for TESOL: Grammar Lesson Planning

By

Edward Povey

Graduate School of Education, Hankuk University of Foreign Studies, Seoul, South Korea



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Abstract

This paper explores the integration of artificial intelligence (AI) tools into Teaching English to Speakers of Other Languages (TESOL) with a specific focus on grammar instruction. Drawing from foundational theories in second language acquisition, including Krashen's hypotheses and Larsen-Freeman's meaning-use-form framework, the study reviews evolving approaches to grammar pedagogy, ranging from explicit, deductive instruction to inductive, communicative methodologies. It highlights the potential of AI tools such as ChatGPT to enhance lesson planning, materials development, and learner engagement through contextualized, scaffolded, and interactive grammar activities. Empirical studies and practical applications demonstrate how AI can generate level-appropriate grammar resources, support inductive learning processes, and foster student autonomy. The findings underscore the promise of AI as a dynamic supplement to traditional teaching strategies, promoting grammar acquisition in ways that are context-sensitive, learner-centered, and aligned with communicative competence. This paper provides insights for educators seeking to integrate AI into grammar-focused instruction, with practical recommendations for leveraging these tools effectively.

Keywords: AI in Education, Grammar Teaching, TESOL, Inductive and Deductive Learning, Language Acquisition, Lesson Planning with AI

Introduction

The integration of artificial intelligence (AI) in educational contexts has sparked transformative changes across various domains, including language teaching. As the field of Teaching English to Speakers of Other Languages (TESOL) continues to evolve, the role of AI tools in facilitating instruction and resource development has become increasingly prominent. Among the most challenging aspects of TESOL is grammar instruction, a domain characterized by diverse and often conflicting pedagogical approaches. This paper explores how AI tools can enhance the planning and delivery of grammar lessons, offering innovative solutions to address persistent challenges in this area.

Grammar instruction has long been a contentious topic in language teaching. Traditional methods, such as explicit rule-based instruction, often clash with more communicative approaches that emphasize fluency and natural language use. This tension has been further complicated by varying learner needs, cultural contexts, and proficiency levels. The advent of AI tools, such as ChatGPT and other generative technologies, provides new opportunities to bridge these pedagogical divides. By leveraging AI, educators can create customized, context-rich materials that align with best practices in

grammar instruction, from inductive discovery-based methods to structured deductive approaches.

This paper examines the potential of AI tools to revolutionize grammar teaching within TESOL. Drawing on established theories of second language acquisition and grammar pedagogy, it explores how AI can support lesson planning, materials development, and classroom delivery. Through practical examples and case studies, this research highlights the adaptability and efficiency of AI tools in meeting the diverse needs of language learners. Ultimately, this paper aims to demonstrate that AI technologies can serve as allies in empowering educators and supporting learner outcomes in grammar instruction.

Literature Review

Grammar is one of the most controversial topics in language teaching pedagogy (Nassaji & Fotos, 2011). There are numerous, sometimes conflicting views on how and whether grammar should be handled within formal education contexts, depending on which theories of learning and teaching one subscribes to. These can range from the use of deductive, explicit instruction with clear explanations of rules and exceptions to a more hands-off inductive approach that puts more emphasis on fluency and communication, particularly if



one adheres to the strong form of Communicative Language Teaching (CLT). In the paper, the use of the term “grammar instruction” refers to any approach to grammar teaching, including deductive, inductive, explicit, or implicit approaches. This section will examine a range of perspectives in related literature on grammar instruction to establish a consensus regarding effective practices. It will then explore how AI tools can be employed to enhance these practices in the development of instructional materials and lesson planning.

Krashen (1982) proposes five hypotheses that have significantly influenced second language acquisition and teaching methodology in the subsequent decades. These hypotheses may have been instrumental in shifting language teaching from traditional grammar-based instruction to more communicative and student-centered approaches that prioritize meaningful exposure and interaction. The five hypotheses are the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

The Acquisition-Learning Hypothesis differentiates between the acquisition of language, which is subconscious learning through exposure and use, and the conscious “learning” of language. Although Krashen acknowledges that conscious learning of grammar can be beneficial, he emphasizes that it should not be the primary focus of instruction. The Natural Order Hypothesis posits that grammatical structures are acquired in a fairly predictable sequence, regardless of the L1 of the learner. However, Krashen rejects the idea that a syllabus should seek to replicate this natural progression because exposure and meaningful input are more critical for learning. The Monitor Hypothesis refers to the role of explicit learning grammar rules in the ability of the learner to monitor and edit their language output. The Input Hypothesis emphasizes the role of exposing learners to comprehensible input that is meaningful and relevant. Language input slightly above the learner's current level is denoted as “I+1.” The Affective Filter Hypothesis suggests that emotional factors such as motivation, anxiety, and self-confidence can affect language acquisition. A low-affective filter (i.e., a supportive, low-anxiety environment) enhances language learning, while a high-affective filter (i.e., stress or lack of motivation) can impede it.

Krashen's five hypotheses collectively suggest that language acquisition is most effective through exposure to meaningful, comprehensible input in a supportive, low-anxiety environment. This encourages subconscious learning (acquisition), which is more effective than explicit rule-learning (learning). Teachers should prioritize creating opportunities for students to acquire language naturally through meaningful exposure and use, rather than focusing solely on explicit grammar instruction. While grammatical structures are generally acquired in a predictable sequence, it is not necessary for teachers to strictly follow this order in their syllabus; instead, they should emphasize providing rich and meaningful input. Explicit grammar instruction can play a supporting role in helping students monitor and edit their

language, but it should not be the central focus of instruction. Moreover, teachers should provide comprehensible input that is slightly above the learners' current level (referred to as “I+1”) to engage and challenge them while ensuring the material remains understandable and relevant. Additionally, emotional factors such as motivation, anxiety, and self-confidence significantly influence language acquisition. Therefore, creating a supportive, low-anxiety classroom environment that fosters motivation and builds students' self-confidence is essential for effective language learning.

Krashen (1982) argues against the implementation of a finely-tuned grammatical sequence in a language teaching syllabus, emphasizing that language acquisition occurs more effectively through meaningful input and natural exposure rather than through a rigidly structured progression of grammar rules. However, he acknowledges that contextualization can play a significant role in facilitating the presentation and practice of grammatical structures by embedding them in realistic and meaningful contexts. From this perspective, it is reasonable for teachers to include specific grammar points as part of their instructional focus, provided that these are accompanied by meaningful input and opportunities for contextualized practice that align with authentic language use. In practical terms, the use of textbooks in language classrooms remains a prevalent practice, and these resources often feature preselected grammar points organized into units. While this approach can provide structure and guidance for both teachers and learners, it is important for educators to supplement textbook material with activities and examples that offer meaningful and contextualized language exposure. By doing so, teachers can ensure that grammar instruction is not isolated or mechanical but rather integrated into communicative and realistic language use.

On the point of selecting grammar to focus on, we should also consider the context in which the learners are based. Many have argued (for example Ellis, 1994; Nunan, 2004; Swan, 2005; Ur, 1996) that English as a Foreign Language (EFL) contexts do need a more structured, systematic approach to grammar instruction, rather than in English as a Second Language (ESL) contexts, which can rely more on implicit learning and natural acquisition. In my own experience, learners in EFL contexts do benefit from selected grammar points being introduced and scaffolded in a way that keeps the focus on the expression of meaning and authentic communication. Ideally, this is done in a way that is not limited and allows for freedom to express and personalize output. Krashen expresses concern that a syllabus designed with a grammatical focus and sequence will lead to less interesting input content and materials. It may be the case that the flexibility and creativity of AI tools can overcome this issue.

Larsen-Freeman (2003) proposed a significant shift in the conceptualization of grammar instruction, suggesting a move away from viewing grammar as a static subject of study - a fixed body of rules - to seeing it as a dynamic, ongoing process, akin to a verb. This reimagined perspective emphasizes grammar as a functional tool for successful

communication, rather than a purely theoretical construct. By focusing on the learning and the use of grammar within authentic contexts, this approach aligns more closely with the demands of our increasingly interconnected, technologically advanced world. In this globalized era, where travel, immigration, business, and communication occur across borders and cultures with unprecedented frequency and ease, the ability to use grammar dynamically and effectively in real-world interactions is more critical than ever. This perspective underscores the importance of teaching grammar as an integral component of communicative competence, adapted to the practical and cultural complexities of modern life.

Larsen-Freeman furthermore proposes that there are three components of grammar instruction and that each needs to be addressed in teaching. These are *meaning*, *use*, and *form*. The suggestion is that these should be addressed in this order. *Meaning* refers to the semantics of the language. This can include the notion of what is being expressed and the communicative significance of a word or structure. *Use* refers to the pragmatic functions of the language, which can include the context, purpose, register, social and cultural aspects. An example of this is how the same grammatical form can have different meanings depending on the context, for example “Can you...?” can be either a request and an inquiry about skill depending on the context. The final component is *form*, which is the aspect traditionally associated with grammar instruction. *Form* is the structure, rules, and patterns of the language. The Meaning-Use-Form (MUF) framework proves highly effective for analyzing grammar and planning lessons, as it integrates meaning and context alongside the conventional structural aspects of grammar.

Although Larsen-Freeman suggests that each component of language should be addressed in the order of the acronym, MUF, others have suggested a different sequence. In the activity book *Teaching Grammar Creatively*, Gerngross et al. (2006) present the components in the order of meaning, form, and then use. These are titled *discovery*, *consolidation*, and *use*. This approach appears to offer greater scaffolding by providing additional support prior to learner output. As discussed in detail in Nassaji & Fotos (2011), the chosen order could be influenced by whether the context of instruction is EFL or ESL, the class size and frequency, the language proficiency level of the learner, their familiarity with the form, their expectations, and the expertise level of the teacher. The interplay of these dynamic factors likely contributes to the sustained attention grammar pedagogy continues to receive.

The idea of teaching form may conjure thoughts of grammar tables in textbooks, for example, showing the conjugation of “be” verb with different pronouns. However, we can teach and practice form in a way that is more dynamic, student-centered, and task-based. Long (1991) called this focus on form (FonF). Long described this as addressing grammar issues incidentally as they arise during communicative activities. However, subsequently, others have expanded this to include preplanned and preemptive planning (Nassaji & Fotos, 2011). In my current context of teaching EFL learners

in Korea, I often plan focus on form in a lesson using student-centered activities, especially for lower-level learners. This approach is supported by Nassaji (2010) who found that beginner and intermediate learners gained more from preemptive planning of focus on form. Given that the Korean and English languages are among the most challenging languages to learn due to their significant differences (Foreign Language Training - United States Department of State, 2024), an approach to planning and pedagogy that provides more grammatical support and scaffolding rather than less could be more suitable for this kind of context.

Another important distinction in grammar instruction is the difference between deductive and inductive teaching approaches. Deductive teaching begins with an explicit focus on grammatical rules and accuracy before transitioning to practice and output. This traditional method is closely associated with the Present-Practice-Produce (PPP) lesson planning framework (Ellis, 2012), where learners are first introduced to the rules before applying them in controlled and, eventually, freer contexts. In contrast, inductive teaching takes a more discovery-based approach by initially drawing learners’ attention to examples, such as model texts or dialogues, that contain target language structures. Learners are encouraged to observe patterns and infer the rules themselves, with the grammatical focus emerging naturally as a result of engagement with the input. This approach fosters learner autonomy and analytical thinking while promoting a deeper understanding of language in context.

Thornbury (2000) defines and outlines the benefits and disadvantages of each. Inductive teaching is more active, student-centered, encourages autonomy, is closer aligned with natural acquisition, and may lead to greater depth of understanding. However, it is more time-consuming, and it can lead to frustration, and the risk of learners internalizing incorrect rules. Deductive teaching is time-efficient, it provides explicit clarity, and it may match a learner’s expectations about learning. Furthermore, it allows teachers to be more flexible and reactive as questions about grammar arise. On the other hand, a lesson that starts with a grammar focus may be seen as less engaging. Students who don’t have metalinguage, such as young learners, may not understand the concepts. Finally, it is less memorable and reinforces the idea that language learning is just about rules.

Two other contrasting concepts that often align with the inductive/deductive binary are implicit and explicit instruction. Krashen (1982) argues most language learning should be implicit because language acquisition occurs naturally through exposure to comprehensible input without conscious effort. Explicit learning is the conscious process of learning that Krashen argues is less effective than acquisition. There has been some pushback against this view, however, such as DeKeyser (1997). Ellis et al. (2009) distinguish between implicit knowledge (unconscious, intuitive language use) and explicit knowledge (conscious knowledge of language rules) and explore how different forms of instruction may lead to different outcomes of knowledge. Ellis (2012) points out that explicit instruction can be both deductive and

inductive. Explicit deductive instruction might include explaining a rule, whereas explicit inductive instruction may include rule discovery by the learners. Implicit instruction would be when learners infer rules without awareness. Ellis discusses how implicit form-focused instruction may include students memorizing sentences in the hope that this encourages the absorption of new forms without any explicit awareness of the rules being taught. These concepts, like grammar teaching as a whole, are controversial and provoke significant debate.

Some valuable clarity for language teachers comes from Thornbury (2000) who outlines two basic principles and six rules for teaching grammar. The two principles are that grammar teaching should be efficient and appropriate. Efficient grammar instruction should be economical, brief, easy to set up, and effective in setting up the right conditions for learning. Even if this last point is difficult to measure empirically, teachers often develop an intuition about what will motivate learners and be effective. The second principle is appropriacy. This relates to the age of the learners, the size of the group, their cultural and linguistic background, their interests and goals, and the context of learning. Appropriacy influences the types of pedagogical strategies implemented and the materials employed. These should be appropriate for the learners and the context.

Thornbury's six rules have some overlap with these two basic principles, although they provide more specificity. First, the rule of context is that grammar teaching should match the context in which it happens. Second, the rule of use prioritizes language use over rule learning. Third, the rule of economy states that grammar teaching such be concise and efficient. Fourth, the rule of relevancy states that grammar instruction should only occur when it is relevant. Fifth, the rule of nurture highlights that grammar learning is a process that needs nurturing over time with reinforcement and review. Finally, the rule of appropriacy is that all of the preceding points should be judged and applied based on the learners and the context of instruction. These principles and rules can be helpful when it comes to planning, preparing, and engaging with grammar in teaching.

From this literature review, we can ascertain that there are some coalescing notions and recommendations from these perspectives. Here is a summary of the key themes and ideas presented in this literature review.

1. The learner and the context in which the instruction takes place are a primary consideration when it comes to planning and implementing grammar instruction.
2. Grammar should be taught in context, that is in texts, dialogues, and real-life situations. This is contrary to teaching rules in isolation.
3. Inductive sequencing and implicit learning may be more desirable in many cases, although explicit deductive learning should not be entirely dismissed.

4. Encourage rule discovery and internalization of new language through examples and guided practice.
5. Language models, texts, and input materials should be at the appropriate level, engaging, and relevant for the learners.
6. Meaning should take precedence when engaging with new language, before use and form.
7. Use and form can be handled in an order that may be influenced by factors related to the context and learners.
8. Motivation is an important factor in learning. Grammar instruction should not seem boring.
9. Practice, output, and personalization are necessary.
10. Grammar acquisition requires a lot of reinforcement and regular consolidation.

Utilizing AI tools for grammar instruction

The usage of AI tools by educators has increased since the release of publicly accessible and free services such as ChatGPT and Google Gemini (previously Google Bard). In the last few years, there has been a lot of research into the potential and possibilities that have arisen with AI tools and their accessibility through smartphones in the classroom. Specifically in the realm of grammar-focused instruction, AI tools have been used for a range of purposes. This section will cover some examples of AI tools used in materials development and lesson planning, specifically concerning the teaching and practice of grammar.

Several studies have looked into using ChatGPT as an aid in materials development. Tran (2024) used ChatGPT to create a podcast script for consciousness-raising and a prompt script with sentence frames, both of which contain many instances of past tense sentences. The podcast script in particular is a good example of how ChatGPT can create input materials that model language structures with a focus on meaning and context that could be useful for inductively approaching grammar teaching. Pack and Maloney (2023) created a range of materials using ChatGPT. Specific to grammar instruction, these included the modification of grammar in materials for different proficiency levels and the creation of a rubric for writing assessment that has a section on grammar. Wadden et al (2024) created listening and reading materials for Content and Language Integrated Learning (CLIL) on subjects such as Economics and Sociology. They found the content level appropriate with the right style and register.

Studies have also found positive reactions from students to the use of ChatGPT. Van Horn (2024) implemented a program utilizing ChatGPT for student support and feedback. The study found that students felt an increase in autonomy and metacognitive processes. Students on the program used ChatGPT for grammar refinement, feedback, suggestions, and translation. Kucuk (2024) found that university students improved significantly with the use of ChatGPT-based grammar instruction over 7 weeks when compared to a control group of students who received traditional textbook-based instruction. Elementary students in Korea found AI-

generated scripts to be more interesting and engaging than textbook dialogues in a study by Kim and Park (2023). However, they found the language too challenging, even when specifying language level according to the Common European Framework of Reference for Languages (CEFR). It is not clear from this study whether a different approach to writing prompts could overcome this shortfall.

Drawing on the previous review of how to approach grammar in teaching and the studies discussed in this section, the following is a list of potential applications for AI tools in grammar teaching.

1. Topic and context matching: Suggest topics and contexts that align with the targeted grammar structures, ensuring relevance and meaningful practice.
2. Contextualized texts: Generate texts that integrate grammar structures naturally within a meaningful context, tailored to specific situations, purposes, or functions.
3. Multimedia resources: Recommend songs, stories, videos, or podcasts that contain specific grammar structures in authentic contexts.
4. Grammar dialogues: Create realistic, conversational dialogues highlighting specific grammar structures.
5. Grammar stories: Write engaging short stories that incorporate specific grammar points in context.
6. Concept checking: Suggest concept-checking questions (CCQs) to verify students' understanding of grammar structures implicitly.
7. Interactive activities: Propose and create activities where students use grammar structures in meaningful and interactive ways.
8. Rule discovery: Provide examples and counterexamples for students to infer grammar rules inductively.
9. Student interaction: Design interactive tasks where students engage in meaningful communication using the target grammar.
10. Rule explanations: Provide clear and concise explanations of grammar rules and exceptions when needed, but ensure these explanations support inductive discovery.
11. Assessment rubrics: Create rubrics to assess students' use of grammar in speaking or writing, focusing on both accuracy and communicative effectiveness.
12. Error analysis: Review student errors in speaking or writing, providing insights and corrections in a supportive, constructive manner.

This paper will explore the use cases outlined in points 1 to 8 above, highlighting how AI tools can support teachers in preparing and delivering grammar instruction. Each use case will be illustrated with examples of grammar for beginner (CEFR: A1 and A2) and advanced (CEFR: C1 and C2) levels.

1. Topic and Context Matching

Topic and context matching refers to the practice of selecting subjects and situations that are closely aligned with the specific grammar structures being practiced. This connects the language structure to real-life situations and experiences, which may facilitate deeper comprehension and retention. By contextualizing grammar within topics that students can relate to or are interested in, teachers can ensure that grammar structures are introduced and practiced in a way that mirrors authentic language use. This strategy supports both the cognitive and communicative aspects of language learning, allowing students to connect grammar structures with meaningful subjects and situations.

When ChatGPT is used to suggest topics and situations suitable for grammar instruction, teachers can leverage this information in various ways to enhance their lessons. Firstly, the suggested topics can serve as a foundation for modeling grammar examples in context. Additionally, these topics can guide the selection of reading texts, ensuring that the materials are not only relevant to students' interests but also provide ample examples of the target grammar in authentic use. By integrating these topics into lesson plans, teachers can design engaging activities, such as role plays or discussions, that reinforce the grammar point in practical, real-world contexts. Furthermore, teachers can adapt the suggested topics to the student's proficiency levels, ensuring that the grammar instruction is appropriately challenging while maintaining relevance to students' lives and experiences. Thus, the use of AI-generated topic suggestions enables teachers to create more dynamic, contextually rich lessons that effectively integrate grammar instruction with real-world applications.

For beginner learners, a suitable example of this might involve the use of the present simple tense. Here is a list of topics and contexts suggested by ChatGPT for the present simple tense.

1. Daily Routines

Context: Discussing personal habits and routines.

Examples: "I wake up at 6 AM every day." "She eats breakfast at 8:00."

2. Hobbies and Interests

Context: Talking about activities people enjoy doing in their free time.

Examples: "I play soccer on the weekends." "He watches movies every Friday."

3. Family and Relationships

Context: Describing family members and their routines.

Examples: "My brother works at a hospital." "They live in a big house."

4. Work and Jobs

Context: Describing job responsibilities and work schedules.

Examples: "She works as a teacher." "I start work at 9 AM."

5. School and Education

Context: Talking about school subjects, teachers, and class routines.

Examples: "I study English every Monday." "They take a math class in the morning."

6. Shopping and Consumer Habits

Context: Discussing what people buy and their shopping habits.

Examples: "I buy groceries every Saturday." "She shops for clothes online."

7. Describing Places and Locations

Context: Talking about where people live or visit.

Examples: "I live in a small apartment." "The bank is next to the post office."

8. Health and Well-Being

Context: Describing common health-related habits.

Examples: "I drink water every day." "He exercises in the morning."

9. Transport and Travel

Context: Discussing everyday travel routines.

Examples: "She takes the bus to work." "I usually ride my bike to school."

10. Environmental Habits

Context: Talking about actions people take to help the environment.

Examples: "They recycle plastic bottles." "I turn off the lights when I leave the room."

The ten topics here align well with practicing the present simple tense, providing teachers with practical ways to connect grammar with real-life subjects and situations. These topics are relevant because they relate to common, everyday experiences, providing students with practical contexts in which to apply the grammar. The strength of this approach lies in its simplicity and immediacy, helping beginners understand the use of the present simple for habitual actions. However, a potential weakness could be the limitation of these contexts, as they may fail to challenge more advanced aspects of the present simple, such as questions or negations in more complex scenarios.

For advanced learners, AI can suggest can be used to suggest topics and contexts that explore more complex structures and encourage deeper reflection on abstract concepts. Below is a list of topics and contexts accompanied by examples suitable for advanced learners to demonstrate the use of the present perfect tense.

1. Personal Growth and Achievements

Context: Reflecting on personal milestones and career achievements.

Examples: "I have published three articles in academic journals." "She has completed a marathon every year for the last five years."

2. Global Issues and Solutions

Context: Discussing global challenges, such as climate change, poverty, and social inequality.

Examples: "Many countries have taken steps to reduce carbon emissions." "Governments have failed to address poverty in many regions."

3. Hypothetical Situations and Future Planning

Context: Using conditionals to discuss hypothetical situations and future possibilities.

Examples: "If I had known about the event, I would have attended." "If we invest in renewable energy, we will reduce our dependence on fossil fuels."

4. Technology and Innovation

Context: Exploring advancements in technology and their impact on society.

Examples: "Artificial intelligence has transformed the way we work and communicate." "Self-driving cars will change the future of transportation."

5. Ethical Dilemmas and Moral Questions

Context: Engaging in discussions about ethical issues, such as animal rights, privacy, or corporate responsibility.

Examples: "People have been debating the ethics of genetic modification for decades." "If corporations were more transparent, consumers would trust them more."

6. Philosophical Concepts and Theories

Context: Discussing philosophical ideas, such as existentialism, ethics, and the concept of free will.

Examples: "Many philosophers have argued that humans are responsible for their own actions." "If free will exists, we are accountable for our decisions."

7. Art, Literature, and Cultural Expression

Context: Analyzing works of art, literature, and their cultural significance.

Examples: "The artist has used symbolism to reflect societal issues in her paintings." "If Shakespeare were alive today, he would likely write plays about modern politics."

8. Career and Professional Development

Context: Discussing career progression, professional goals, and job-related skills.

Examples: "I have worked in marketing for over ten years." "If I had chosen a different career, I might have become a doctor."

9. Social and Political Movements

Context: Analyzing the impact of historical and current political or social movements.

Examples: "Civil rights movements have changed the way society views equality." "If more people had supported the movement, progress would have been faster."

10. Personal Reflections and Life Goals

Context: Reflecting on past experiences and setting future goals.

Examples: "I have always wanted to travel the world." "If I had taken that opportunity, my life would have been different."

These topics, contexts, and examples for the present perfect tense allow advanced learners to reflect on various aspects of their personal and social lives, addressing issues, subjects, and experiences through actions and discussions. They engage with real-world issues and personal milestones while offering ample opportunity for meaningful grammar practice. However, the abstract nature of some topics may require careful scaffolding to ensure full student participation and comprehension.

Incorporating AI-generated topic and context matching into grammar instruction offers teachers a valuable tool to create meaningful learning experiences. By aligning grammar structures with real-life topics, teachers help students see the practical relevance of what they are learning, promoting a deeper understanding. This approach mirrors authentic language use, which is consistent with communicative language teaching principles. It encourages students to view grammar as a functional tool for effective communication rather than as isolated structures. The method aligns with usage-based theories of language acquisition, which emphasize the role of context in shaping grammatical competence. By connecting grammar to relevant topics, teachers present grammar not as abstract rules but as part of real-world communication, facilitating both implicit and explicit learning. AI tools support this process by enabling teachers to efficiently generate and customize content to suit individual learner needs.

2. Contextualized Texts

This refers to written teaching materials that integrate targeted grammar structures within authentic, real-life contexts. This allows students to see grammar in action, embedded in meaningful content. By presenting grammar through contextualized examples, learners can see not only how grammar works in isolation, but also how it functions in communication and discourse. For example, when teaching the present simple tense, a text about daily routines or habits offers a natural environment for the use of this structure. Such texts provide students with meaningful exposure to grammar, connecting both form and function. This method of teaching grammar allows students to see grammar as an integral part of language communication, rather than as a set of detached rules.

At all levels, the use of contextualized texts allows teachers to scaffold grammar learning by presenting content that is both age-appropriate and relevant to students' life experiences. For beginner learners, contextualized texts can introduce simple grammatical structures in familiar, relatable situations, while for advanced learners, texts can explore more complex structures within sophisticated or abstract contexts. Below are

examples created using ChatGPT of how contextualized texts can be used at both beginner and advanced levels, illustrating how they help students understand grammar in real-world scenarios.

Beginner Level: Past Simple Tense Grammar Focus: Past Simple (e.g., "a big fire started," "It burned") Contextualized

Text Example:

The Great Fire of London In 1666, a big fire started in London. The fire began in a small bakery. It burned many houses because they were made of wood. People ran away to stay safe. The fire lasted for four days. After the fire, the city rebuilt the houses with bricks. The new houses were stronger and safer.

This generated text about the Great Fire of London is a suitable resource for teaching the simple past tense as it employs clear, straightforward sentences with a combination of regular and irregular verbs, making it accessible for A1 and A2 learners. The narrative structure provides a natural context for introducing and practicing past simple forms, allowing teachers to highlight both regular "-ed" endings and irregular verb forms. The historical context of the event can enhance student engagement, offering an opportunity for teachers to incorporate background knowledge, thereby enriching grammar instruction. Teachers can use the text for various activities, such as sentence rewriting, group discussions, or crafting their own simple past stories of historical events that they are familiar with. However, a potential limitation is that the topic may not be familiar to all students, and its simplicity could be insufficient for learners at the upper end of the A2 level. This can be addressed by providing additional context or adapting the topic to better align with students' experiences.

Advanced Level: Future Perfect Tense Grammar Focus: Future Perfect (e.g., "will have completed," "will have discovered")

Contextualized Text Example:

The Mars Mission By 2030, scientists will have launched multiple missions to Mars with the aim of establishing a human presence on the planet. These missions will have gathered extensive data on Mars' atmosphere, surface, and potential for supporting life. By that time, teams will have developed advanced technologies for space travel, such as sustainable life support systems and autonomous robots. Researchers will have analyzed the results of these missions and will have designed plans for long-term habitation. In the future, humanity will have made significant advancements in space exploration, contributing to our understanding of the universe and expanding our technological capabilities.

The text on the Mars mission is an effective resource for teaching the future perfect tense, as it demonstrates the use of "will have" to describe actions completed by a future point. The subject choice here of Mars missions that will have been completed by 2030 is effective because it is a likely future

event and timeline, making it a suitable context for illustrating the grammar point. By using a relevant topic like space exploration, the text offers both a grammatical and content-based context for learning. Teachers can use it to highlight the future perfect tense and compare it with other future tenses, helping students grasp its use in talking about completed future actions. Activities such as creating timelines or making predictions can further reinforce understanding. However, the scientific subject may pose challenges for students unfamiliar with space exploration and related vocabulary, requiring additional background or simplification of terms to ensure comprehension.

AI tools such as ChatGPT can generate contextualized texts tailored to specific grammar points, adapting the complexity of the language and the context to suit the learners' proficiency level. For example, AI can create beginner-level texts with simpler verbs and contexts that focus on basic past events, while for advanced learners, the AI can generate more complex texts that incorporate professional or academic vocabulary, along with more sophisticated grammatical structures such as the future perfect tense. AI tools provide the flexibility to adjust both the content and the difficulty level of the texts, allowing teachers to customize reading material to meet the needs of individual students. By generating these texts on demand, AI helps teachers save time and effort while ensuring that the texts are relevant and contextually appropriate for grammar instruction.

3. Multimedia Resources

The integration of multimedia resources, such as songs, stories, videos, or podcasts, can play a vital role in language acquisition, especially when used to reinforce specific grammar structures in authentic contexts. These resources offer learners exposure to real-world language use, allowing them to encounter contextualized grammar that is embedded in real-life stories or conversations. By incorporating multimedia, teachers can provide learners with varied forms of input that engage different learning styles - visual, auditory, and kinesthetic - enhancing both comprehension and retention. Furthermore, they expose students to cultural nuances, different accents, and varied forms of spoken and written language, all of which contribute to a more holistic understanding of grammar.

When recommending multimedia resources for grammar instruction, the content should align with the specific grammatical focus, ensuring that the grammar structure is featured prominently and used in meaningful ways. For example, songs and stories can illustrate how grammar is used in everyday conversations or emotional expression, while videos and podcasts can showcase grammar in dynamic, real-life scenarios, such as interviews, debates, or documentaries. By using these resources strategically, teachers can create a rich environment where grammar is not only learned through rules but also through authentic, contextualized language use.

The following examples, generated using ChatGPT, suggest multimedia resources at both beginner and advanced levels

that feature specific grammar structures within real-world contexts.

Beginner Level Example: Present Continuous Tense Grammar Focus: Present Continuous (e.g., "I am eating," "She is playing")

Multimedia Resource Example:

A suitable multimedia resource for beginners learning the present continuous tense could be the song "*Can't Stop the Feeling!*" by Justin Timberlake. In this upbeat song, the lyrics include phrases such as "I'm feeling" and "We're dancing," which showcase the present continuous tense to describe actions in progress.

This song offers a chance for beginners to practice the present continuous tense, as it incorporates frequent and straightforward examples of ongoing actions. The context of having fun and feeling good provides an easy-to-follow situation in which learners can see the grammatical structure applied to familiar activities. Furthermore, the repetitive chorus reinforces the grammatical structure allowing for repeated exposure and aiding retention. The universal appeal of its theme could help students connect emotionally to the language, promoting engagement while reinforcing the form and usage of the present continuous tense.

Here is an example of multimedia resources suggested by ChatGPT for higher-level learners.

Advanced Level Example: Modal Verbs for Advice and Suggestions

Grammar Focus: Modal Verbs (e.g., "You should study," "She might visit")

Multimedia Resource Example:

For advanced learners, a useful multimedia resource could be the podcast "*The Happiness Lab*" by Dr. Laurie Santos, where episodes often discuss personal development, decision-making, and mental health. One episode, for instance, discusses the importance of self-compassion and how individuals can apply certain psychological techniques to improve their well-being. Throughout the episode, Dr. Santos frequently uses modal verbs such as "should," "might," and "could" to give advice and suggest possibilities, e.g., "You should try mindfulness exercises," "You might find it helpful to journal," and "It could help if you practice gratitude daily."

This podcast episode provides advanced learners with authentic examples of modal verbs in action, demonstrating how these structures are used to offer advice, express possibility, and make recommendations. By engaging with the material, learners are exposed to modal verbs in real-world conversation, reinforcing both the form and meaning of these structures in a nuanced, professional context. Furthermore, the topic of self-compassion is universally relatable, which adds depth to the learning experience. The context of personal development is intellectually engaging and provides opportunities for learners to reflect on the usage of modal verbs in more complex, abstract situations. However, the complexity of the podcast's vocabulary and topics may be

challenging for learners who are not yet familiar with advanced topics such as psychology and personal development. While the grammatical focus is clear, the fast-paced nature of the podcast could make it difficult for learners to grasp the full range of modal verb usage without additional support.

Incorporating multimedia resources into grammar instruction offers numerous advantages, particularly in terms of providing learners with exposure to authentic language use in a variety of contexts. By utilizing songs, stories, videos, or podcasts, teachers can ensure that grammar structures are not only learned in isolation but are contextualized in real-life scenarios, making them more meaningful and memorable. The integration of multimedia into grammar teaching is aligned with communicative language teaching approaches, which emphasize authentic language use and real-world application. By using these resources, teachers can bridge the gap between formal grammar instruction and the dynamic, often unpredictable nature of language as it is used outside the classroom. Moreover, the versatility of multimedia resources - ranging from songs and stories to podcasts and videos - ensures that grammar instruction is varied and adapted to students' learning preferences. Therefore, multimedia resources are a valuable tool for enhancing grammar instruction, providing both the context and the exposure necessary for learners to effectively acquire and use grammatical structures in meaningful ways.

4. Grammar Dialogues

The use of dialogues in language instruction allows teachers to present grammar structures in realistic, communicative contexts. This pedagogical tool serves as an effective way for learners to see how grammar functions in authentic communication, rather than as insular rules or theoretical concepts. By generating dialogues that incorporate specific grammar structures, teachers can present the grammatical form alongside context, demonstrating how it is used in day-to-day interactions. This contextualized approach allows learners to internalize grammar more naturally, as they observe how speakers manipulate language based on real-world situations.

Furthermore, the use of AI tools, such as ChatGPT, offers a time-efficient way for teachers to create these dialogues. AI can generate diverse and contextually appropriate conversations that highlight the target grammar structures. One of the significant advantages of using AI-generated grammar dialogues is the ability to tailor content to specific learning levels, addressing both beginners and advanced learners with different language needs. For beginner learners, dialogues can be simple, focusing on core grammatical concepts such as subject-verb agreement. For advanced learners, more complex dialogues can be crafted, introducing subtler distinctions of grammar, such as nuanced uses of conditional sentences or perfect tenses. Below are examples generated by ChatGPT.

Beginner Level Example: Present Simple Tense

Grammar Focus: Present Simple (e.g., "I like," "She works")

Dialogue Example:

A: What time do you wake up in the morning?

B: I wake up at 7 AM every day.

A: Do you have breakfast before work?

B: Yes, I usually eat cereal for breakfast.

A: That sounds nice. What do you do after breakfast?

B: I go to work at 8 AM. I work at a bank.

This dialogue provides a straightforward context in which beginners can observe the use of the present simple tense for describing daily routines and habitual actions. The structure "do/does + verb" is commonly used in these situations, allowing students to practice how it applies in real conversations. The sentences are short, which makes it easier for students to process and understand the structure of the present simple tense. The scenario, which involves a discussion about daily routines, is a common context for using the present simple tense. This makes the dialogue highly relatable for students, as they can easily connect it to their own lives and routines. Learners can use this model to develop personalized dialogues to practice this language in a more meaningful way. Although the vocabulary used in the dialogue is accessible, it is relatively basic, limiting the opportunity for learners to encounter a broader range of vocabulary associated with the present simple tense. For example, introducing a variety of verbs or nouns related to daily routines would allow learners to expand their vocabulary while practicing the target grammar. More dialogue examples with expanded vocabulary could be created with further prompts.

Here is an example dialogue created by ChatGPT for advanced-level learners.

Advanced Level Example: Second Conditional

Grammar Focus: Second Conditional (e.g., "If I were you, I would...")

Dialogue Example:

A: If you were in my position, what would you do about the project delay?

B: If I were you, I would talk to the manager about it and ask for an extension.

A: That sounds like a good idea. But if the manager refuses, what would you do then?

B: If that happened, I would try to find a solution on my own, maybe work extra hours to finish the task on time.

A: It's good to have a backup plan. I think I might do the same if I were you.

This dialogue illustrates the use of the second conditional, a structure used for hypothetical situations that are unlikely to happen. The conversation revolves around problem-solving in a professional context, demonstrating how advanced learners can use the second conditional to express possibility and give advice in complex scenarios. This topic of a work dilemma

might be interesting and relatable for students if they are working professionals. However, the dialogue could be more varied by introducing different sentence structures or more complex hypothetical situations. For example, it could include alternative outcomes or explore conditional forms in different tenses, such as past hypotheticals. Another potential drawback of this dialogue is that it may feel unnatural and inauthentic compared to real conversations; however, this criticism applies to all scripted dialogues typically found in textbooks. Additionally, while the dialogue focuses on a professional context, using broader scenarios, such as personal dilemmas or social situations, could provide a more comprehensive view of the second conditional. The benefit of AI tools like ChatGPT is that they can quickly modify and generate iterations based on additional prompts.

Grammar dialogues are an effective way to present language structures embedded within conversations, making grammar instruction more relevant for learners. AI tools like ChatGPT can facilitate the creation of these dialogues, enabling teachers to generate personalized, level-appropriate conversations quickly and efficiently. By using realistic situations, AI-generated dialogues help students connect grammar with practical communication, allowing them to see how grammatical structures function in everyday interactions. This method supports both receptive and productive language skills, as learners not only recognize grammatical forms but also have the option to practice them in realistic contexts. Whether focusing on simple structures like the present simple for beginners or more complex forms such as the second conditional for advanced learners, grammar dialogues provide valuable, contextualized learning experiences. Although these dialogues may not always be fully authentic, they can serve as useful models for scaffolding, helping learners build confidence before engaging in more spontaneous conversations. In summary, AI-generated grammar dialogues offer a flexible and efficient way to present language structures in context, supporting personalized, level-appropriate learning that enhances both receptive and productive language skills.

5. Grammar Stories

AI tools offer a unique opportunity to assist teachers in creating grammar stories that embed specific grammar points within narratives. By designing stories that naturally incorporate grammar structures, teachers can provide examples that allow learners to see how the structure functions in context, which can be more effective than isolated practice. These stories provide a framework for practicing grammar while engaging students in imaginative, real-life scenarios. Stories also allow for repetition, enabling learners to encounter the same grammatical structure in different contexts, enhancing their mastery. Furthermore, AI tools can generate an almost unlimited variety of stories featuring topics and characters that resonate with learners, while targeting specific grammar structures, thus offering teachers flexible and creative resources. The challenge, however, is ensuring that the stories are neither overly

simplistic nor too complex for the intended level, and that they provide meaningful engagement for students.

Beginner Level Example: Past Simple Tense

Grammar Focus: Past Simple (e.g., "I walked," "She visited")

Grammar Story Example:

Title: "The Lost Toy"

Once upon a time, a little boy named Timmy lived in a small village. One day, he lost his favorite toy, a red truck. He looked everywhere for it. He searched in his room, in the kitchen, and even in the garden. Finally, after hours of searching, Timmy found the truck under his bed. He was so happy that he ran to his mother and said, "I found it!" That night, he slept with the truck beside him, promising never to lose it again.

This story uses the past simple tense to narrate actions that happened at specific points in the past. The repetitive structure helps reinforce the use of regular verbs in the past, such as "looked," "searched," and "found." The story's simple and relatable context makes it accessible for beginners, offering clear examples of past events. This simplicity allows beginners to practice the basic rules of conjugating regular verbs in the past tense, reinforcing their understanding of regular past simple forms. Although the story is engaging at a basic level, it may lack depth or emotional nuance that would help learners connect more deeply with the grammar structure. Introducing more descriptive elements or emotions could make the story more compelling, though this could also increase its complexity. AI-generated images could enhance this story by providing visual cues that support comprehension and retention. For instance, an image of Timmy searching in different locations - his room, kitchen, and garden - would allow students to visually connect the verbs "looked" and "searched" with specific actions. These visuals help reinforce the grammatical structures by providing a concrete image of the past actions described in the story.

Advanced Level Example: Future Perfect Tense

Grammar Focus: Future Perfect (e.g., "By the time she arrives, I will have finished")

Grammar Story Example:

Title: "The Project Deadline"

Sarah has been working on a big project for weeks. She knows that by Friday, she will have completed all her research and written the final report. By the time her manager arrives on Monday, Sarah will have submitted everything, and the team will have begun reviewing her work. Sarah is confident that everything will be finished on time, and she will have achieved her goal of impressing the management with her dedication and thoroughness.

This story uses the future perfect tense to discuss actions that will be completed at a specific point in the future. The context of a work project could be relevant for advanced learners, and the use of the future perfect tense to discuss future actions completed by a certain time matches the story narrative. The future perfect tense can be challenging for advanced learners

because it requires understanding not only the structure but also its use in expressing actions that will be completed before a certain point in the future. The structure is reinforced through the repetition of "will have" plus the past participle, offering students clear examples of its application. However, the story focuses primarily on a single context - completing a work project. While this is a useful scenario, it may not provide enough variety for advanced learners to fully appreciate the range of possible uses for the future perfect tense. The story could have included more examples of different scenarios, such as personal or social situations, to better illustrate the flexibility of the tense.

Grammar stories, generated through AI tools, provide teachers with a useful resource for presenting grammar structures in context. For beginners, stories can simplify grammar points by using accessible language and relatable scenarios, as seen in the use of the past simple tense. For advanced learners, stories can be designed to challenge them with more complex grammar structures, such as the future perfect tense, while maintaining a relevant and engaging context. The ability to create these contextualized stories allows for deeper learning, as students not only practice grammar in isolation but also see its practical use in real-world situations. However, care must be taken to ensure that the complexity of the grammar aligns with the learners' proficiency levels, avoiding stories that might be either too simplistic or overwhelming.

6. Concept Checking

Concept-checking questions (CCQs) are a valuable tool for teachers to assess whether students have understood a specific grammar structure. These questions are designed to verify the understanding of grammar rules in a manner that does not directly ask the student to recall the rule but instead probes their comprehension of the concept through contextualized, often implicit, inquiry. By focusing on meaning and usage in different contexts, CCQs allow teachers to assess if students are truly internalizing grammatical structures. This approach helps teachers avoid over-reliance on rote memorization and encourages deeper engagement with the language.

AI tools, such as ChatGPT, can be useful in generating appropriate CCQs for a wide range of grammar points. By incorporating a variety of contexts and examples, AI-generated CCQs can support students' understanding of grammar structures in real-world applications. Moreover, AI can assist teachers in tailoring questions to specific student needs or linguistic levels, ensuring that the questions are both challenging and comprehensible.

In this context, AI-generated CCQs help verify comprehension by encouraging students to consider not only the form of the grammar structure but also its meaning and how it operates in communication. As teachers continue to explore how AI can support grammar instruction, the creation and use of CCQs provide an effective method for checking students' understanding while promoting deeper cognitive engagement with the target grammar.

Beginner Level Example: Modal Verbs of Ability (e.g., "can," "can't")

Grammar Focus: Modal Verbs of Ability (e.g., "I can swim," "She can't play guitar")

Concept Checking Questions:

- If someone can swim, what can they do? (Check understanding of ability)
- Can she play the guitar? (Referring to someone unable to play guitar)
- If I can't run, what does that mean? (Check understanding of inability)

These questions are designed to assess the learner's understanding of the modal verb "can" for ability. The questions require students to apply the structure in practical, meaningful contexts. However, there are some weaknesses with these CCQs that teachers should be mindful of. For beginners, the questions should remain simple and clear, but there is the risk of overwhelming students with too many questions or overly complex examples, which could lead to confusion rather than clarification. Teachers must also be cautious about subtle errors in understanding, as students may be able to answer a question without fully grasping the grammar point, particularly if the question is phrased ambiguously. Additionally, because these CCQs focus on meaning, they may not always pinpoint specific mistakes in the form, especially if students have a superficial understanding of the structure.

A further consideration for teachers is that checking questions could be used more effectively if they are combined with visual support or kinesthetic techniques, such as miming. For example, to check the understanding of "can" and "can't," a teacher could act out an action, such as swimming or playing the guitar, and ask the students whether the teacher is able to do it, or whether it's something that can be done by a person. Using pictures to illustrate actions (e.g., an image of a person swimming or a person playing guitar) alongside CCQs would help reinforce meaning visually and make the concept even more tangible. Such multimodal approaches can also be generated or enhanced with the assistance of AI-powered tools, which can provide teachers with appropriate images and prompts to use in their lessons.

Advanced Level Example: Third Conditional (e.g., "If I had known, I would have studied harder")

Grammar Focus: Third Conditional (e.g., "If I had known, I would have studied harder")

Concept Checking Questions:

- If you say "If I had known, I would have gone," when is this talking about? (Check understanding of past unreal situations)
- Can this sentence be used to talk about something that might happen in the future? (Check understanding that the third conditional talks about impossible past situations)

- What is the speaker implying when they say, "If I had known, I would have studied harder"? (Probe understanding of regret or hypothetical past actions)

The third conditional is used to discuss hypothetical situations in the past and their possible consequences, often relating to regret or missed opportunities. These CCQs probe the student's understanding of the time frame and hypothetical nature of the conditional structure. The CCQs effectively focus on the most critical aspects of the third conditional, such as unreal past situations, its contrast with future possibilities, and its implication of regret or hypothetical outcomes. This is crucial for advanced learners, as they need to master both the form and the meaning of such a nuanced structure. Furthermore, the questions are straightforward, leaving little room for confusion.

Using AI tools to generate concept-checking questions is an effective method for teachers to assess the understanding of grammar structures. AI-generated CCQs, as demonstrated in these examples for beginner and advanced levels, allow teachers to probe students' understanding without relying on explicit rule recall. While CCQs provide a targeted and interactive method of assessment, they should be used thoughtfully to avoid overloading students and to ensure that they are accessible and relevant to the learners' experience. As part of a larger grammar instruction strategy, AI tools can play a role in enhancing grammar understanding through dynamic and adaptive CCQ generation.

7. Interactive Activities

Interactive activities that engage students in meaningful practice are essential for grammar instruction. These activities allow learners to apply grammar structures in contexts that resemble real-world use, helping them internalize rules and develop fluency. The role of such activities is to make grammar less abstract and more connected to students' daily lives and language use. AI tools, such as ChatGPT, can suggest customized interactive activities that encourage communication. Teachers can use these ideas as a starting point and then adapt and supplement as needed. These activities can range from role-playing to problem-solving tasks, all designed to prompt learners to use grammar structures in authentic contexts.

Beginner Level Example: Can for Ability

Grammar Focus: Modal Verbs of Ability (e.g., "can," "can't")

Interactive Activity Example: "Superhero Ability Matching"

- Objective: Students match superheroes with their abilities using the modal verb "can."
 - Activity Instructions:
7. Provide students with a list of superheroes (e.g., Superman, Spider-Man, Wonder Woman).
 8. Give students a set of abilities (e.g., fly, climb walls, run fast).

9. Students match each superhero with an ability by completing sentences like "Superman can fly" or "Spider-Man can climb walls."
10. Once the matching is done, students can work in pairs to create questions and answers using "can," such as "Can Superman fly?" "Yes, he can."

This interactive activity serves as an effective way to practice the modal verb "can" in the context of ability. The use of superheroes, with which many students are familiar, makes the task compelling and fun. It provides an opportunity for learners to use the structure in a low-pressure, interactive format. The activity also encourages peer interaction, as students can compare their answers and discuss their reasoning behind the matching process. While the activity is engaging, it may not provide enough depth for students to fully master the grammar structure. For example, the activity could be enhanced by adding more complex sentences, additional context, and personalization.

Advanced Level Example: Mixed Conditionals

Grammar Focus: Mixed Conditionals (e.g., "If I had known, I would be happier now.")

Interactive Activity Example: "What If? Past and Present"

- Objective: Students use mixed conditionals to discuss hypothetical past situations and their effects on the present.
 - Activity Instructions:
11. Provide students with a series of prompts that involve past regrets and their possible effects on the present, such as:
 - "If I had studied harder, I ___ (have a better job now)."
 - "If she had taken the earlier flight, she ___ (arrive on time)."
 12. Students work in pairs or small groups to complete the sentences using mixed conditionals (e.g., "If I had studied harder, I would have a better job now").
 13. After completing the sentences, students discuss how their hypothetical scenarios would change their current lives, using mixed conditionals throughout the conversation.

This activity allows advanced learners to apply mixed conditionals in a meaningful context, encouraging them to reflect on past actions and their present consequences. By discussing real-life scenarios and using mixed conditionals to express regrets and hypothetical outcomes, students gain a deeper understanding of the structure. The conversation prompts them to think critically and use the grammar structure in context, which aids retention and fluency. However, the complexity of the structure may be challenging for some learners, requiring significant guidance and scaffolding. To address this, teachers could provide sentence stems or additional practice exercises before beginning the activity. There is a risk of students focusing more on the content of

their answers rather than the grammar structure, potentially diminishing the activity's effectiveness in reinforcing grammar.

Interactive activities are a powerful way to promote grammar instruction, especially when paired with AI tools that can generate personalized tasks. These activities encourage learners to use grammar in context, providing opportunities for real communication and practical application. The beginner-level activity, "Superhero Ability Matching," introduces the modal verb "can" in a fun, engaging way, while the advanced-level activity, "What If? Past and Present," challenges students to apply mixed conditionals to real-world situations. Both activities demonstrate how AI can facilitate the creation of grammar-focused activities. However, teachers should be mindful of the potential limitations of such activities, including the need for sufficient scaffolding for more complex grammar points and the importance of balancing content and structure in communication. Ultimately, the use of AI tools in creating these interactive activities can significantly streamline teacher preparation, offering efficient, customizable suggestions that enhance grammar instruction while allowing for flexibility in classroom planning.

8. Rule Discovery

Rule discovery is an inductive teaching approach that encourages students to infer grammatical rules through examples and counterexamples. Rather than directly presenting the rule, students are exposed to various instances of a grammar structure and are guided to recognize patterns, draw conclusions, and generalize the rule themselves. This approach is effective in helping students internalize grammatical concepts, as it engages their cognitive processes in active problem-solving and analysis. AI tools like ChatGPT can facilitate this method by generating tailored examples and counterexamples that stimulate students' critical thinking. These tools can present the grammar rules in various contexts, supporting students in drawing accurate conclusions and developing a deeper understanding of the language.

By providing clear examples of the structure in use, along with counterexamples that do not follow the rule, AI can guide students through the discovery process. Additionally, this method encourages deeper engagement as students are not merely passively receiving information, but are actively involved in exploring language patterns. The task of inferring rules based on input helps promote retention and long-term understanding of the structure.

Beginner Level Example: "There is/There are"

Grammar Focus: "There is/There are" for singular and plural nouns

Examples and Counterexamples:

- Example 1: There is a book on the table.
- Example 2: There are three chairs in the room.
- Counterexample 1: There is three chairs in the room.
- Counterexample 2: There are a book on the table.

In this exercise, students are presented with both correct and incorrect sentences to infer the rule governing the usage of "there is" and "there are" for singular and plural nouns. The examples and counterexamples allow students to see the agreement between the subject (singular/plural noun) and the form of the verb ("is" or "are"). By comparing the sentences, students are prompted to discover that "there is" is used for singular nouns and "there are" is used for plural nouns. This encourages learners to engage actively with the grammar structure and to deduce the rule inductively. While the task provides clear examples and counterexamples, it may not offer sufficient context for students to grasp the more nuanced uses of "there is" and "there are" in different contexts (e.g., uncountable nouns). The teacher may need to demonstrate and give examples, for example with real objects, so that students can grasp the meaning and start to inductively notice the form before going on to using the examples and counterexamples above. Highlighting key parts of the example sentences - in this case is/are - using colors or bold text is another way to help students notice the form.

Advanced Level Example: Subjunctive Mood

Grammar Focus: The Subjunctive Mood (e.g., "I wish I were," "If I were you, I would...")

Examples and Counterexamples:

- Example 1: I wish I were at the beach right now.
- Example 2: If I were you, I would reconsider the offer.
- Counterexample 1: I wish I was at the beach right now.
- Counterexample 2: If I was you, I would reconsider the offer.

For advanced learners, the subjunctive mood can be a challenging structure to understand, as it is used to express hypothetical or unreal situations. In this example, students are given both correct (example) and incorrect (counterexample) instances of the subjunctive mood. The task asks students to infer that "were" is used in hypothetical or contrary-to-fact situations, while "was" is used in simple past contexts. The subjunctive mood can be difficult to grasp without enough practice or contextual examples. The examples and counterexamples may be insufficient for some learners, who might need more extensive input to fully understand when to use the subjunctive mood.

The teacher may need to prepare further or expanded text examples as input models to scaffold students before using the examples above.

Rule discovery through examples and counterexamples is an effective method for grammar instruction, especially when supported by AI tools like ChatGPT. These tools generate relevant examples and counterexamples, helping students infer grammar rules inductively. For beginners, exercises like "there is/there are" reinforce basic structures, while more complex grammar, like the subjunctive mood, challenges advanced learners to differentiate nuanced uses. Leveraging AI in this approach facilitates the rapid generation of contextually appropriate examples. Teachers can then use AI

further to create examples within longer texts, or incorporate further techniques such as color-coded text.

Conclusion

In conclusion, the integration of AI tools into grammar instruction offers significant opportunities to enhance the teaching and learning process in TESOL. By enabling the rapid generation of personalized, contextually relevant materials, these tools support a wide range of approaches to grammar instruction, including deductive, inductive, explicit, and implicit methods. The examples explored in this paper highlight the versatility of AI in creating grammar-focused activities, such as contextualized texts, multimedia resources, and interactive tasks, tailored to various proficiency levels. These tools streamline teacher preparation, allowing educators to focus on scaffolding and addressing learner needs more effectively.

However, the implementation of AI tools in grammar instruction requires careful consideration of their limitations. While AI-generated materials can offer realistic contexts and engaging tasks, ensuring authenticity and alignment with learners' linguistic and cultural backgrounds remains a challenge. Teachers must also provide adequate scaffolding and adapt AI-generated content to suit specific classroom dynamics and individual learning objectives. Despite these challenges, AI tools hold great potential for enhancing communicative grammar instruction, bridging the gap between abstract grammatical rules and practical language use.

As the accessibility and capabilities of AI tools continue to grow, their integration into TESOL pedagogy will likely become more widespread. Future research should focus on assessing the long-term effectiveness of AI-enhanced grammar instruction and exploring innovative ways to address its challenges. By embracing these technologies thoughtfully, educators can create dynamic, learner-centered classrooms that foster both linguistic accuracy and communicative competence.

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