

ENHANCING THE TEACHING OF THE ENGLISH LANGUAGE THROUGH ARTIFICIAL INTELLIGENCE IN A GLOBALISED WORLD

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Abstract

This study examined the teaching of English Language through Artificial intelligence in a globalised world focusing on how AI assisted language learning and teaching across the globe. These areas such as vocabulary, syntax and lexis have been greatly influenced by AI, hence making the learning and teaching of English Language accessible, understandable and simpler. Even though, the English Language has gained wider acceptance and used in virtually all the sectors, yet second language learners still have problems navigating in the areas of forming correct sentences, right spellings and correct usage of words. The study relied on systemic functional linguistic theory by M.A.K Halliday which stated that language is viewed as a source for making not only one meaning at a time but several strands of meaning simultaneously. It is equally excellent in understanding how English is used in context focusing on the function of language to create meaning in social situations. The study would also rely on technological mediation theory by Verbeek which asserted that AI is not just a neutral tool but as an agent that shapes linguistic practices and identities. A descriptive qualitative design was used to examine grammar conformity, lexical choices and syntactic structures. Data were collected using structured questionnaires. Findings from the study revealed that wrong syntactic structure, poor lexical choices and inadequate grammar conformity were the problems encountered in the teaching and learning of English Language. The study concluded that teaching and learning of English language through artificial intelligence is crucial because it makes the learning of English easier and simpler for language learners. The following recommendations among others were made which includes that teachers should master the use of proper lexical words, adequate grammar conformity and syntactic structure in to enhance English Language teaching and learning. The study contributed to existing knowledge by providing rich empirical data on the relationship between English Language and artificial intelligence for efficient language teaching and learning.

1. Introduction

The status of English in Nigeria has been elevated to that of an official language, used in virtually all sectors of government. It is no doubt the language of commerce, trade, colonization, instructions in schools, and, of course, the language of the masses. In a second-language situation such as Nigeria, second-language learners still find it difficult to navigate the rudiments of English use and/or have not gained adequate mastery of English norms, thereby creating lapses in its use. In some cases, the English language is poorly taught, poorly learnt and very poorly used everywhere in Nigeria. That is why, when one engages in conversations with students in secondary schools and even in the higher institutions of learning, the ungrammatical statements that they utter with so much impunity send shudders down one's spine.

There is a growing need to strengthen English language instruction in schools to ensure adequate mastery and communicative competence among learners. In the contemporary digital era, reliance on textbooks alone is no longer sufficient; rather, instructional practices should be complemented with technology-driven approaches to enhance learning outcomes. Studies have shown that integrating digital tools improves learners' engagement and understanding across disciplines (Enemuo & Muogbo, 2023; Okafor et al., 2023). The use of technological resources such

as artificial intelligence applications, ChatGPT, Google search tools, and social media platforms like Meta can make English language teaching more innovative, interactive, and learner centered. In related studies, Muogbo and Obiefoka (2022) and Enemuo et al. (2025) emphasized that computer literacy and ICT adoption significantly enhance teaching effectiveness and students' academic performance when properly utilized. Similarly, Anakpua et al. (2025) noted that AI-driven learning environments foster deeper understanding and creativity. Therefore, integrating technology into English language instruction is essential for simplifying teaching processes and improving learners' language proficiency.

Artificial intelligence has made learning, including English, easier and simpler by providing the right word in context. The entrance of Artificial Intelligence has continued to remold the use of the English language, particularly in vocabulary, syntax, and grammar. The spread of AI technologies has significantly influenced English language learning and communication. Applications like ChatGPT, Meta, Grammarly, and Geminin are increasingly embedded in both formal and informal contexts of English use (Rahman et al, 2025). They provide instant feedback, corrections, and adaptive learning opportunities, thereby offering learners access to standardized linguistic models and styles. Thus, in a globalized world, the use of AI has shaped and reshaped communication and education, especially the English language, which is the language of virtually every helm of affairs. As globalization accelerates, the role of language becomes ever more significant- not only as a means of communication but also as a tool for international collaboration, economic integration, and cultural exchange. Language facilitates the flow of ideas and information, whether in academic research, diplomacy, or digital media across borders. Globalisation has significantly reshaped human interaction, communication, and mobility. At the heart of this transformation lies language- an essential tool for transmitting knowledge, building diplomatic relations, conducting international trade, and shaping global culture (Sinha, 2025).

The onus of this research lies in enhancing English teaching and learning through artificial intelligence. Examining how AI tools aid in shaping and reshaping the teaching of the language for learners to gain veritable mastery of the use of the linguistic norms.

1.1. Statement of the Problem

The English language is the language of education (of instructions in schools), media, trade, commerce, science, and technology. The elevation and use of English in a second-language context, such as Nigeria, ought to be adequately and effectively taught. As a result, many English learners find it difficult to construct meaningful sentences. This has led to a degradable poor result in the areas of grammar, spelling, syntax, and vocabulary use. In an educational setting, teachers relied on textbooks to teach English without incorporating technological devices, forgetting that the world is going digital. In addition, the use of technological means would undoubtedly provide more accessible ways to learn the language, making it easier. Therefore, this study examines the recurrent inadequacies in the teaching and learning of English in Nigeria. Without sustainable strategies to enhance the teaching of English for effective mastery across the educational domains, there is a risk that "Nigerian Englishers" will be taught and used against standard English. The study seeks to investigate how English knowledge can be enhanced through artificial intelligence.

1.2. Purpose of the Study

The main purpose of the study is to examine how artificial intelligence can enhance the teaching of English in a globalized world.

Specifically, the study sought to:

1. Determine how artificial intelligence enhances the teaching of grammar in a second-language context.
2. Examine how artificial intelligence enhances the teaching of lexis and determine how learners perceive its use in classroom activities.

1.3. Research Questions

The following research questions were structured to guide the study:

1. To what extent does artificial intelligence enhance the teaching of grammar?
2. To what extent does artificial intelligence enhance the teaching of lexis?
3. To what extent do learners perceive the use of AI in their classroom activities?

1.4. Significance of the Study

The study would be significant for teachers, students, and future researchers by highlighting the benefits of promoting the teaching of English through artificial intelligence. The study, when made available through conferences, seminars, and workshops, would be beneficial to the teachers. They would benefit from this study when attending conferences and lectures where the use of technologies such as AI to enhance classroom teaching is presented. This is because teaching is no longer analog but digital. The use of textbooks in the classroom ought to be complemented by AI to make learning simpler and more innovative.

To the students, the study would be beneficial when AI tools are used in classroom teaching. This would enable students to practice using these tools in learning, and through this avenue, they would learn the procedures and possibly become familiar with corrected versions of English norms/expressions. To future researchers, the study would be beneficial when made available in the library. Future researchers would have ample time to access the work in the library and use it for further research when needed.

1.5. Scope of the Study

The study would focus on enhancing the teaching of grammar and lexis through artificial intelligence. The investigation and observation is limited to grammar and lexis and do not extend to other aspects of English language such as semantics, morphology, phonology because these areas would be too broad to handle hence, the limitation. Its focus is on understanding the way grammar and lexis can be taught so that learners can learn and improve their sentence constructions.

1.6. Review of Relevant Scholarship

1.6.1. Conceptual Review

Concept of Teaching

Teaching is a set of events outside the learners that are designed to support the internal process of learning. Teaching (instruction) is outside the learners. Teaching is when the students are at the helm of classroom activities, participation, and problem-solving (Sequeira, 2012). Teaching is creating a positive and supportive learning environment, providing guidance and feedback, and helping learners to develop the skills and knowledge they need to succeed (Chauhan, 2014). Teaching is the process of attending to people's needs, experiences, and feelings and intervening so that they learn things and go beyond the given.

Concept of the English Language

English is an irresistible language for development because, for any nation to be relevant and derive the maximum benefit from the opportunities that abound in every area of human need, for personal advancement and national development, English is a sine qua non (Owolabi et al., 2013). The English language functions as a vehicle of interaction and an instrument of communication (Muhammed et al, 2018). English is the codification of a language in dictionaries and grammars. It is also a dimension of language learning, oral communication, written communication, and culture (Rindal, 2014).

Artificial Intelligence in English Language Teaching

Artificial intelligence is revolutionising the English language by offering personalised, adaptive, and interactive learning experiences previously unattainable through conventional methods (Umar,

2024). AI is increasingly recognized as a transformative force in second-language acquisition. Core AI technologies such as speech recognition, machine learning, and natural language processing are being applied to engage all four primary language skills: pronunciation, writing, speaking, and listening (Syuhra et al, 2025).

Concept of Globalisation

Globalisation is a social and cultural process in which individuals from different cultural backgrounds interact more intensively across all spheres of life than before. This integration is exposing people to different ways of thinking, cultural values, and new forms of family life. Women are leaving the family home; children are educated to participate in a world beyond their parents' (Dey, 2007). Globalisation refers to the integration between the world's nations, markets, and social and political systems (Verbeke et al, 2018). It links distant locations so that events in one place may affect or be affected by events in other locations around the world. Globalisation experienced significant growth, driven by rapid increases in international trade and regional agreements (Anderson et al., 2020).

1.6.2. Empirical Studies

Assimonye et al. (2024) conducted research on the use of artificial intelligence (AI) tools by lecturers in the teaching and learning of English at the Federal College of Education in Omoku and Umunze. The study explored how lecturers used AI tools in their teaching and learning of English, showing that teachers should not rely on traditional methods alone but should incorporate AI tools to enhance writing, grammar, comprehension, and communication skills. Data were collected using a validated, structured questionnaire. Data were equally analysed using mean and standard deviation. The study's findings revealed strong agreement on AI-supported grammar and punctuation correction, assignment feedback, and engaging students' classroom interactions. The reviewed study is relevant to the present study, as both emphasize the usefulness of AI in English teaching and learning. However, the study differs from the present study, as it relied heavily on English-language aspects.

Mbaegbu et al. (2025) conducted a study on students' perceptions of the integration of AI-driven tools into the teaching and learning of English writing skills at the University of Nigeria, Nsukka. The study pointed out that cutting-edge technology and innovation, such as AI-driven tools, offer transformative solutions that reshape how students develop their writing skills. The Structured questionnaire was used for data collection. Mean scores and standard deviation were used for data analysis. The findings showed that AI-driven tools improve students' grammar and coherence in writing. The reviewed study is relevant to the present study, as it focuses on AI collaboration in English teaching. It also differs from the present study, as it focused only on teaching English writing skills, whereas the present study focused on grammar and lexis.

Amin et al. (2025) conducted a study on artificial intelligence and the standardisation of global English: A sociolinguistic inquiry in Lahore. The study investigated the role of AI in the standardisation of global English, focusing on how AI-assisted tools influence linguistic norms across spelling, grammar, vocabulary, and syntax. Findings from the study revealed that AI overwhelmingly privileges standardizing spelling, enforcing prescriptive grammar, and favouring globally dominant lexical items. The reviewed study is relevant to the present study as its findings revealed that artificial intelligence is instrumental in teaching standardised spelling and grammar. However, the study differs from the present study in that it focused on a sociolinguistic inquiry into the benefits of AI in teaching English.

1.6.3. Theoretical Framework

The two theories that guided the study were Halliday's (1985) systemic-functional linguistic theory and Verbeek's (2005) technological mediation theory.

Systemic Functional Linguistic Theory by M.A.K Halliday (1985).

The theory stated that language is systematic, rule-governed, and performs several functions in linguistic fields. The theory showed three functions: how individuals interact with their world, have more experiences and ideas(ideational), how individuals learn to use text to construct meaningful

kinds of interpersonal relationships with peers, family and teachers(interpersonal) and in regards to the textual function, how individuals manage the flow of information in oral, written and computer-mediated communication in the diverse contexts(textual). These functions showed the use of English and how they are patterned to perform strands of functions. The theory is relevant to the study because the teaching of the English language is rule-governed and systematic, thereby showing that, through an orderly functional grammar, individuals develop the ability to use language effectively and to understand the modes and categories that exist between written and spoken English. However, the theory failed to account for the role of technology in language teaching, prompting Verbeek to introduce the technological mediation theory.

Technological Mediation Theory by Verbeek (2005)

The theory offers a framework for analyzing the role of technologies in human existence and society. It equally positions AI not as a neutral tool but as an agent that shapes linguistic practices and identities. The theory, therefore, helps explain that teaching and learning in the 21st century are easier, simpler, more innovative, and more engaging with AI as a tool. Teaching should not be based solely on textbooks; the inclusion of AI is equally necessary to make learning scintillating.

2. Methodology

2.1. Research Design

The study adopted a descriptive qualitative research design anchored in a survey method, which aims to collect data and describe how AI enhances the teaching of grammar and lexis.

2.2. Population/ Sampling Technique

The population consisted of 100 first-year undergraduate students in the English Department of Nwafor Orizu College of Education, Nsugbe. The study sample comprised 50 first-year students selected through purposive random sampling.

2.3. Method of Data Collection

A structured questionnaire was designed and administered to fifty selected respondents. The structured questionnaire included both open- and closed-ended questions. The questionnaire was administered by the researcher, with the help of a trained assistant who was briefed on how to distribute and complete the questionnaires. The completed questionnaire was collected on the spot within the time frame. However, this method demonstrated that the data collected for the study were credible.

2.4. Method of Data Analysis

The data collected for the study would be analysed using simple descriptive statistics. Here, a percentage would be used to analyze the data. When the percentage is high, it indicates agreement with the point raised in the study; when it is low, it indicates disagreement.

2.5. Data Presentation and Analysis

This is the presentation and analysis of data collected for the study. The researcher's field data were presented and analysed in relation to the study's research questions.

3. Results And Discussion

3.1. Analysis of research questions

3.1.1. Analysis of Research Question One: To what extent does artificial intelligence enhance the teaching of grammar?

Table 1: Teaching of grammar through AI

Item Description	Common Forms	%	AI Correction	%
Subject verb agreement	He does that every day	15%	He does that every day	85%
Sentence fragments	Because i was late	25%	I was late because...	75%
Tense Simplification	He goes yesterday	20%	He went yesterday	80%
Double negation	I don't know nothing	35%	I don't know anything	65%

Analysis in table 1 showed the extent to which the use of artificial intelligence prompted grammatical conformity by providing the corrected form against common expressions that people are familiar with and use frequently, with figures of 85%, 75%, 80% & 65% respectively. This showed that, despite being accustomed to common methods of constructing grammatical sentences, students can improve their grammar learning using AI.

3.1.2. Research Question Two: To what extent does artificial intelligence enhance the teaching of lexis?

Table 2. Teaching of lexis through AI

Item Description	%	Item Description	%
Common Forms	%	AI Corrected Forms	%
Elevator	10%	Lift	90%
Apartment	15%	Flat	85%
Gas/ Gasoline	20%	Petrol	80%
Motorcycle	30%	Motorbike	70%
Car Park	35%	Parking lot	65%

Analysis in Table 2 indicated the extent to which AI use provides the right word choices, as shown in the following figures: 90%, 85%, 80%, 70% & 65%, respectively. This showed that AI would always provide the right word choices against the common forms that students are conversant with and use in their daily expressions.

3.1.3. Research Question Three: To what extent do learners perceive the use of AI in classroom activities?

Table 3. Perception of Learners in Using AI

S/N	Item Description	%
1.	Provides instant feedback on learners' written assignments	95%
2.	Facilitates classroom engagement and discussions	85%
3.	Supports in teaching of grammar and lexis	75%
4.	Enables students' questions to be answered	65%

Analysis in Table 3 indicated the extent to which learners perceive the use of AI in classroom teaching and learning, as shown in the figures: 95%, 85%, 75% & 65%, respectively. These findings underscore the usefulness of AI in extending learning support beyond the traditional classroom, enabling continuous engagement and interaction. This further implies that AI integration is gradually improving the teaching and learning of English.

The findings of the study were discussed in line with the research questions under the following headings:

3.2. To what extent does artificial intelligence enhance the teaching of grammar

The study found that there are both common and AI-corrected forms. This implied that although learners were conversant with the common forms of certain grammatical usages, with the introduction of AI into grammar teaching, corrected versions of good grammatical expressions were provided. In addition, learners should be encouraged to integrate their classroom learning with AI to enhance their learning experiences. These findings align with Amin (2025), who observed that AI-assisted tools influence linguistic norms across spelling, grammar, and syntax. Additionally, the use of AI in language teaching suggests that grammar conformity can be achieved beyond the use of textbooks.

3.3. To what extent does Artificial Intelligence enhance the teaching of Lexis

The study revealed that AI provided more accurate word choices than the ones students were familiar with. This showed that AI has a significant influence on language teaching by providing the correct lexis, which teachers ordinarily resort to when using textbooks. The results were corroborated by Mbaegbu (2025), who found that AI improves students' vocabulary and writing coherence. The implication is that, aside from textbooks in the classroom, AI could easily provide the right lexical choices.

3.4. To what extent do learners perceive the use of AI in classroom activities?

The findings further revealed strong agreement on the usefulness of AI, which extends to offering students continuous engagement and interactions in the classroom. The results also showed that AI integration is gradually improving the teaching and learning of English. The findings are in line with Assimonye et al. (2024), who also observed that AI provides feedback on assignments, offers corrections, and engages students in classroom learning.

4. Conclusion

The study concluded that English language teaching and learning in a second-language context, such as Nigeria, could be enhanced not only through textbook instruction but also through the integration of AI tools by teachers to make learning easier and more innovative. In addition, the study concluded that AI tools are useful for grammar correction, providing feedback in the classroom, offering the right lexical choices rather than the common forms students were familiar with, and engaging students in classroom interactions. However, there is still a gap in the use of AI in teaching other aspects of English, such as semantics, morphology & phonology. Overall, the study concludes that the teaching of English could be enhanced by incorporating artificial intelligence into classroom activities, especially in a second-language context.

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