

ATTITUDES OF FEDERAL UNIVERSITY ENGLISH LANGUAGE EDUCATORS TOWARDS THE UTILIZATION OF ARTIFICIAL INTELLIGENCE IN ENGLISH LANGUAGE TEACHING IN SOUTH EAST, NIGERIA

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Abstract

In this contemporary times, Artificial intelligence (AI) is increasingly transforming English Language Teaching (ELT) practices, impacting areas such as English language instructional delivery, teaching resources, assessment, and learner engagement. This study examined English language educators' attitudes towards the utilization of Artificial Intelligence (AI) in English Language Teaching within federal universities in South East, Nigeria. It was guided by three research questions and two null hypotheses. The study adopted a descriptive survey research design. The study participants comprised 200 English language education lecturers drawn from the five federal universities in the South East region of Nigeria. Instrument for data collection was a researchers-structured and validated questionnaire titled English Language Educators' Attitudes toward Artificial Intelligence Questionnaire (ELEATAIQ). The instrument was validated by three experts. The internal consistency of the instrument was determined using Cronbach's Alpha Method and it yielded a reliability coefficient of 0.82. Data collected were analyzed using mean and standard deviation to answer the research questions. Independent t-test and analysis of variance (ANOVA) were used to test the hypotheses at 0.05 level of significance. Findings revealed that English language educators generally demonstrated positive attitudes toward the utilization of AI in English language teaching, particularly regarding its potential to enhance instructional effectiveness, feedback processes, and learner engagement. However, concerns were expressed regarding ethical issues, academic integrity, and insufficient professional training for effective AI utilization. The study also found significant differences in attitudes based on prior exposure to AI tools, while no significant difference was observed based on gender. The study concluded that although educators acknowledge the pedagogical value of AI, targeted professional development and institutional support are necessary for sustainable adoption. The findings contribute to ongoing discussions on transformative learning and provide practical implications for policy development, teacher training, and the promotion of globally competitive digital education practices.

Keywords: Attitudes, English language educators, AI, English language, digital pedagogy

Introduction

The rapid advancement of digital technologies has continued to reshape educational systems across the world, influencing how teaching, learning, and assessment are designed and delivered. Chrystie and Putri (2025) noted that in this digital era, education is increasingly being driven by technological innovation aimed at improving learning outcomes, promoting flexibility, and preparing learners for global competitiveness. Institutions of higher learning are, therefore, embracing digital transformation as a means of fostering transformative learning experiences that encourage collaboration, creativity, and critical thinking (Qolamani & Mohammed, 2023; Alenezi, 2023; Mexhuani, 2024). Within this evolving landscape, the integration of emerging technologies such as artificial intelligence has become central to educational research and practice.

Artificial intelligence (AI) has emerged as one of the most influential technologies driving change in contemporary education. Shaik et al. (2023) and Ebule (2025) opined that

AI refers to computer systems and applications capable of performing tasks that typically require human intelligence, such as decision-making, language processing, data analysis, and personalized feedback. In educational contexts, AI supports adaptive learning, intelligent tutoring systems, automated assessment, and data-driven instructional decisions (Kamalov, Calonge, & Gurrib, 2023; Yarlagadda, 2025; Bianchi & Rossi, 2025). Its growing adoption reflects the potential to enhance efficiency, improve learning personalization, and provide innovative solutions to long-standing educational challenges. Okonji and Igwe (2025) opined that the benefits of AI-driven adaptive learning systems, including improved learning outcomes by targeting specific learning needs, enhanced engagement through personalized content delivery, and scalability across diverse learning environments. As educational institutions increasingly adopt AI tools, understanding how stakeholders perceive and interact with these technologies has become a critical area of inquiry especially as it concerns how artificial intelligence is increasingly transforming English Language Teaching (ELT) practices, impacting areas such as English language instructional delivery, teaching resources, assessment, and learner engagement.

English Language Teaching (ELT) represents a key domain where artificial intelligence is beginning to influence instructional practices. AI-powered tools can support language learning through automated writing evaluation, grammar correction, vocabulary development, speech recognition, and interactive learning platforms (Daud et al.; Fritzner, Vergara, & Campos, 2025 and Okonji & Ashabua, 2025). These technologies have the capacity to enrich teaching strategies, provide instant feedback, and create more engaging learning environments for students. In tertiary institutions, where digital learning is becoming more prominent, integrating AI into ELT offers opportunities to improve teaching effectiveness and learner participation while addressing the evolving demands of language education in the digital age (Wei, 2023 and Safdar, Shafi, & Junaid, 2025).

Language educators play a central role in the successful integration of AI into teaching and learning processes. According to Mananay (2024) educators, as facilitators of learning, determine how technological tools are adopted, adapted, and applied within classroom settings. Their perceptions, beliefs, and professional readiness significantly influence whether new technologies are embraced or resisted. Şimşek, Cengiz, and Bal (2025) and Lin (2025) found that when educators perceive AI as useful and easy to use, they are more likely to integrate it into their instructional practices. However, concerns related to ethics, academic integrity, data privacy, and insufficient training may limit its integration. Consequently, understanding educators' perspectives and attitudes towards the utilization of AI in the teaching of English language is essential for promoting effective and sustainable technology integration in language education.

Attitude is a critical concept in technology adoption studies and refers to an individual's positive or negative disposition toward a particular innovation or practice. Jang, Ko, Shin, and Han, (2021) and Davidovitch and Yavich, (2021) suggested that in educational contexts, teachers' attitudes toward technology influence their willingness to experiment with new tools, adapt pedagogical strategies, and sustain technology use over time. Positive attitudes often translate into increased acceptance and integration, while negative attitudes may create resistance or reluctance. Studies have shown that favourable teacher attitudes significantly influence the level and effectiveness of technology integration in classroom instruction (Bernardo, Canatoy, & Yurango, 2025). Examining language educators' attitudes toward AI therefore provides valuable insight into the factors that may facilitate or hinder the successful implementation of AI in English language teaching or how English language educators' gender may influence the utilization of AI in English language delivery and instructional practices.

Gender is an important demographic variable frequently examined in studies related to technology adoption and digital innovation in education. Research has shown that gender may influence access to technology, confidence in using digital tools, and perceptions toward emerging technologies, although findings across studies remain inconsistent (Adeoye, 2023; Zakaria & MdOsman, 2025). Some studies suggest that differences in technological exposure and experience may shape attitudes toward technology use, while others report minimal or no gender-based differences as reported by Otom, et al., (2025) Uloh-Bethels & Okonji (2025). Investigating gender as a variable in this study provides an opportunity to determine whether male and female language educators differ in their attitudes toward the use of artificial intelligence in English language teaching, thereby offering insights that can inform inclusive professional development and policy decisions.

This study is anchored on the Technology Acceptance Model (TAM), which explains how users come to accept and use new technologies. Developed by Davis (1989), the model posits that individuals' attitudes toward a technology are primarily influenced by two key factors: perceived usefulness and perceived ease of use. Perceived usefulness refers to the degree to which an individual believes that using a particular technology will enhance job performance, while perceived ease of use relates to the extent to which the technology is perceived as free from effort. TAM continues to be widely applied in contemporary educational technology research to explain teachers' adoption of digital tools in teaching and learning environments (Akbarini, 2024). In the context of this study, TAM provides a suitable theoretical framework for understanding language educators' attitudes toward the use of artificial intelligence in English language teaching, as educators' willingness to adopt AI tools is likely shaped by their perceptions of its pedagogical value and usability. The model, therefore, supports the investigation of educators' attitudes, readiness, and acceptance of AI integration within digital teaching and learning environments.

Despite the increasing emphasis on artificial intelligence in education, empirical evidence on language educators' attitudes towards AI, particularly within tertiary institutions, remains limited. As institutions seek to promote transformative learning and global competitiveness through digital innovation, it becomes necessary to investigate how tertiary institution English language educators perceive AI and the extent to which they are prepared to integrate it into their teaching practices. Understanding these perspectives can inform institutional policies, professional development initiatives, and strategic planning aimed at enhancing digital English language teaching competencies.

English Language educators in federal universities play a critical role in shaping students' competence in all linguistic skills of English language via English language instructional delivery. In this contemporary time, Artificial intelligence (AI) is increasingly transforming English Language Teaching (ELT) practices thereby impacting areas such as teaching resources, instructional materials, assessment, and learner engagement. However, there is this fear that the integration and use of AI tools for English language instruction could result in job displacement, cultural resistance to technology and ineffective use by educators that are not technologically knowledgeable in the use of AI tools for English language instruction. This fear seems to be generating different attitudes among English Language educators. For instance, while some may display positive attitudes towards the utilization of artificial intelligence tools, others may be sceptical due to the challenges associated with the integration and use of AI tools for English language instruction. Meanwhile, it appears that there is dearth of evidence-based research on the attitude of these educators towards the utilization of artificial intelligence tools in English language instruction within Nigerian tertiary institutions. It is against this backdrop that this study sought to provide empirical insights into educators' perceptions, readiness, and concerns regarding AI integration, while also examining the influence of gender and prior exposure to AI tools on

educators' attitudes towards the use of artificial intelligence in teaching English language. This study, therefore, examined English language educators' attitudes towards the utilization of Artificial Intelligence (AI) in English language teaching in federal universities in South East, Nigeria. To guide this study, the following research questions and their corresponding hypotheses were posed:

Research Questions

The following research questions guided the study;

1. What are English language educators' attitudes towards the utilization of artificial intelligence in English language teaching?
2. What are English language educators' attitudes towards the perceived benefits of artificial intelligence in English language teaching?
3. What are English language educators' attitudes towards the challenges associated with the utilization of artificial intelligence in English language teaching?

Hypotheses

H0₁: There will be no significant difference in the attitudes of federal university English language educators towards the utilization of artificial intelligence in English language teaching.

H0₂: There will be no significant difference in the attitudes of federal university English language educators towards the utilization of artificial intelligence based on prior exposure to AI tools.

Methods

A descriptive survey research design was adopted for this study. The study participants comprised 200 English language education lecturers drawn from the five federal universities in the South East region of Nigeria made up of Michael Okpara University of Agriculture, Umudike, Abia State; Nnamdi Azikiwe University, Awka, Anambra State; Alex Ekwueme Federal University, Ndufu-Alike, Ebonyi State, University of Nigeria, Nsukka, Enugu State and Federal University of Technology, Owerri, Imo State. In each of the five universities, 20 males ($20 \times 5 = 100$) and 20 females ($20 \times 5 = 100$) English language education lecturers were drawn using random sampling technique. This constituted the 200 (100 males + 100 females) participants used as the sample for this study. The study utilized a structured 16-item instrument titled English Language Educators' Attitudes toward Artificial Intelligence Questionnaire (ELEATAIQ) for data collection. The questionnaire had three clusters, A, B and C that respectively elicited information on the attitudes of English language educators towards the utilization of AI in teaching English language; perceived benefits of adopting AI in English language education and on the key challenges faced by English language educators in utilizing AI in English language teaching. The questionnaire items were structured on a 4-point response scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with the corresponding values of 4, 3, 2, and 1, respectively. The following benchmarks were set for data interpretation: 3.50 to 4.00 = SA; 2.50 - 3.49 = A; 1.50 - 2.49 = D, and 0.50 - 1.49 = SD. The questionnaire was validated by three experts. One of the experts was from the Educational Technology Unit and two from the English Language Education Unit of the Department of Arts Education, Faculty of Education. All the experts were from the University of Nigeria, Nsukka (UNN). The internal consistency of the instrument was determined using Cronbach's Alpha Method and it yielded a reliability coefficient of 0.82. Copies of the questionnaire were administered electronically to the respondents. Data collected were analyzed using mean and standard deviation to answer the research questions. The decision mean for accepting or rejecting any item was 2.50. The independent t-test and analysis of variance (ANOVA) were used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1: What are English language educators' attitudes towards the utilization of artificial intelligence in English language teaching?

Table 1: Mean and Standard Deviation of English Language Educators' Attitudes towards the Utilization of Artificial Intelligence in English Language Teaching

S/N	Item Statement	$\bar{X}$	SD	Rem.
1	AI can enhance the effectiveness of English language teaching.	3.62	0.68	SA
2	I am worried that AI may take the place of educators in English language classrooms	3.36	0.74	A
3	I feel that the use of AI may reduce human interaction in English language teaching and learning	3.21	0.79	A
4	I am willing to incorporate AI tools into my English language teaching practices.	3.41	0.72	A
5	I feel confident about integrating AI technologies into my teaching.	3.21	0.79	A
6	AI can support innovative teaching strategies in English language classrooms.	3.55	0.66	SA
7	AI can improve the quality of instructional materials used in English language teaching.	3.36	0.74	A
8	I am concerned that utilization of AI may result in over-reliance on technology	3.33	0.76	A
9	I feel that inadequate training in the use of AI may hamper its effective utilization in the teaching of English language	3.62	0.68	SA
Cluster Mean		3.46	0.70	Agree

Key: $\bar{x}$ = mean, SD = Standard Deviation; Rem = Remark

Results in Table 1 show that the mean scores for all the items range from 3.21 to 3.62, which falls within the response scale of Agree (A) and Strongly Agree (SA). This shows that English language educators have positive attitudes towards the utilization of Artificial Intelligence (AI) in English language teaching. By implication, this positive attitude indicates that English language educators are willing to incorporate AI tools into their English language teaching practices as AI can improve the quality of instructional materials used in English language teaching; enhance the effectiveness of English language teaching thereby supporting innovative teaching strategies in English language classrooms. The overall mean score of 3.46 supports the conclusion that English language educators agree on the positive influence of AI in enhancing students' oral English language instructional delivery. However, English language educators feel that inadequate training in the use of AI may hamper its effective utilization in the teaching of English language.

Research Question 2: What are English language educators' attitudes towards the perceived benefits of artificial intelligence in English language teaching?

Table 2: Mean and Standard Deviation of English Language Educators on the Perceived Benefits of Artificial Intelligence in English Language Education

S/N	Item Statement	$\bar{X}$	SD	Rem.
10	AI can enhance student engagement in English language learning	3.60	0.67	SA
11	AI tools can assist in providing timely feedback to students.	3.58	0.63	SA
12	AI can help personalize learning experiences for students.	3.52	0.70	SA
13	AI can improve students' language proficiency through interactive tools.	3.33	0.76	A

14	AI can facilitate efficient assessment and evaluation of students' work.	3.44	0.71	A
15	AI can support independent learning among English language students.	3.38	0.73	A
16	I feel that AI can reduce the workload and stress of English language educators	3.62	0.68	SA
Cluster Mean		3.45	0.71	A

Key: $\bar{x}$ = mean, SD = Standard Deviation; Rem = Remark

Data in Table 2 reveal English language educators' response on the perceived benefits of artificial intelligence in English language teaching. Results indicate that items 10, 11 and 12 have mean scores of 3.60, 3.58 and 3.52, respectively, which fall within the 3.50 to 4.00 range, meeting the criterion for Strongly Agree (SA). This indicates that, on the average, respondents strongly agree that artificial intelligence can enhance students' engagement and support personalized learning experiences in English language education. Items 13, 14, and 15 have mean scores ranging from 3.33, 3.44 and 3.44, which fall within the 2.50 to 3.49 range, corresponding to the criterion for Agree (A). These results suggest that English language educators generally agree that artificial intelligence can improve students' language proficiency, facilitate efficient assessment and evaluation of students' work, and support independent learning among English language students. The cluster mean score of 3.45 supports the conclusion that respondents agree on the significant benefits of utilizing artificial intelligence in English language teaching.

Research Question 3: What are English language educators' attitudes toward the challenges associated with the utilization of artificial intelligence in English Language Teaching?

Table 3: Mean and Standard Deviation of English Language Educators' Attitudes on the Challenges Associated with the Utilization of Artificial Intelligence in English Language Teaching

S/N	Item Statement	$\bar{X}$	SD	Rem.
17	Ethical concerns may arise from the use of AI in English language teaching.	3.48	0.69	A
18	The use of AI may raise concerns about academic integrity among students.	3.55	0.66	SA
19	Lack of professional training may limit effective AI utilization.	3.60	0.65	SA
20	Limited institutional support may hinder AI integration in teaching.	3.28	0.72	A
21	Technical challenges may affect the effective use of AI in teaching.	3.88	0.75	A
Cluster Mean		3.46	0.69	Agree

Key: $\bar{x}$ = mean, SD = Standard Deviation; Rem = Remark

Results in Table 3 show that items 17 and 18 have mean scores of 3.48 and 3.55, respectively, which fall within the 3.50 to 4.00 range, meeting the criterion for Strongly Agree (SA). This indicates that, on the average, respondents strongly agree that the use of artificial intelligence in English language teaching may raise concerns related to academic integrity and that insufficient professional training may limit the effective utilization of AI tools. Items 19, 20, and 21 have mean scores ranging from 3.28 to 3.48, which fall within the 2.50 to 3.49 range, corresponding to the criterion for Agree (A). These findings suggest that respondents generally agree that ethical concerns, limited institutional support, and technical challenges may affect the effective adoption of artificial intelligence in English language

teaching. The cluster mean score of 3.46 supports the conclusion that respondents acknowledge that several challenges are associated with the utilization of artificial intelligence in English language teaching, even though they generally maintain positive attitudes toward its use.

H0₁: There will be no significant difference in the attitudes of federal university English language educators towards the utilization of artificial intelligence in English language teaching.

Table 4: Independent t-test Analysis of Gender Differences in English Language Educators' Attitudes toward AI Utilization in English language teaching

Gender	N	$\bar{X}$	SD	t-value	p-value	Rem.
Male	100	3.47	0.52	0.29	0.771	NS
Female	100	3.48	0.69			
Total	200					

Key: N = Number of respondents, $\bar{x}$ = Mean, SD = Standard Deviation; p-val = probability value; NS = Not Significant, Rem = Remark

Table 4 presents the independent samples t-test results examining whether there is a significant difference between male and female language educators' attitudes toward the use of artificial intelligence in English Language Teaching. The data show that male educators (N = 100) had a mean score of 3.47 (SD = 0.52), while female educators (N = 100) had a mean score of 3.48 (SD = 0.69). The t-value of 0.29, and the associated p-value of 0.77 indicate that the difference in mean scores between the two groups is not statistically significant at the 0.05 level. Therefore, the null hypothesis is not rejected, indicating that gender does not significantly influence English language educators' attitudes toward the use of artificial intelligence in English Language Teaching.

H0₂: There will be no significant difference in the attitudes of federal university English language educators towards the utilization of artificial intelligence based on prior exposure to AI tools.

Table 5: Independent t-test Analysis of English Language Educators' Attitudes toward AI Based on Prior Exposure to AI Tools

Gender	N	$\bar{X}$	SD	t-value	P-value	Rem.
Male	110	3.58	0.48	3.64	0.00	S
Female	90	3.31	0.57			
Total	200					

Key: N = Number of respondents, $\bar{x}$ = Mean, SD = Standard Deviation; P-val = probability value; S = Significant, Rem = Remark

Table 5 presents the independent samples t-test results examining whether there is a significant difference in educators' attitudes toward artificial intelligence based on prior exposure to AI tools. The data show that English language educators with prior exposure to AI tools (N = 110) had a mean score of 3.58 (SD = 0.48), while those without prior exposure (N = 90) had a mean score of 3.31 (SD = 0.57). The t-value of 3.64 and the associated p-value of 0.00 indicate that the difference in mean scores between the two groups is statistically significant at the 0.05 level. Therefore, the null hypothesis is rejected, indicating that prior exposure to AI tools significantly influences language educators' attitudes toward the use of artificial intelligence in English language teaching.

Discussion

The findings of this study revealed that English language educators generally demonstrated positive attitudes towards the utilization of artificial intelligence in English language teaching. The results in Table 1 indicated that respondents agreed that AI can

enhance instructional effectiveness, support innovative teaching strategies, improve instructional materials, and provide timely feedback to students. This finding suggests that English language educators recognize the pedagogical potential of AI technologies in enhancing teaching and learning processes. The finding agrees with the views of Kamalov, Calonge, and Gurrib (2023) and Yarlagadda (2025), who noted that artificial intelligence has the capacity to support adaptive learning, intelligent tutoring systems, and automated feedback that improve instructional efficiency. Similarly, the result supports the assertion of Şimşek, Cengiz, and Bal (2025) and Lin (2025) that educators are more likely to adopt digital technologies when they perceive them as useful and capable of improving teaching outcomes. The finding also aligns with the Technology Acceptance Model developed by Davis (1989), which emphasizes perceived usefulness as a major determinant of technology acceptance. Therefore, the generally positive attitudes observed among educators suggest a growing openness to digital innovation in English language teaching within tertiary institutions.

The findings relating to the perceived benefits of artificial intelligence in English Language Teaching showed that educators strongly agreed that AI can enhance student engagement and support personalized learning experiences. Respondents also agreed that AI can improve students' language proficiency, facilitate efficient assessment processes, and promote independent learning among students. This finding confirms the growing recognition of AI as a transformative tool in modern language education. The result agrees with the findings of Daud et al. (2025) and Fritzner, Vergara, and Campos (2025), who reported that AI-powered language learning tools can significantly improve learner engagement, provide instant feedback, and support interactive language learning environments. In the same vein, Okonji and Igwe (2025) emphasized that AI-driven adaptive learning systems can enhance learning outcomes by addressing individual learner needs and promoting personalized instruction. The present finding therefore supports previous studies that highlight the role of artificial intelligence in improving teaching effectiveness and creating more dynamic learning environments in English language education.

The findings of this study also revealed that although educators demonstrated positive attitudes toward the use of artificial intelligence, they expressed concerns regarding certain challenges associated with its adoption. The results in Table 3 indicated that respondents strongly agreed that AI may raise concerns about academic integrity and that lack of professional training may limit its effective utilization. They also agreed that ethical issues, limited institutional support, and technical challenges may hinder the effective integration of AI in English language teaching. This finding is consistent with the observations of Mananay (2024) and Daud et al. (2023), who noted that educators' readiness to adopt digital technologies is often constrained by insufficient training and institutional support. The finding also supports the concerns raised by Şimşek, Cengiz, and Bal (2025), who argued that issues such as ethics, academic integrity, and data privacy remain significant barriers to AI adoption in educational settings. The presence of these concerns suggests that while educators acknowledge the benefits of AI, institutional policies, training opportunities, and ethical guidelines are necessary to ensure its responsible and effective use in English language education.

The findings relating to the first hypothesis revealed that there was no significant difference between male and female English language educators' attitudes toward the utilization of artificial intelligence in English Language Teaching. This implies that gender does not significantly influence educators' perceptions of AI integration in language teaching. This finding agrees with the studies of Otom et al. (2025) and Uloh-Bethels and Okonji (2025), which reported minimal gender differences in educators' attitudes toward digital technologies. The finding also supports the view of Zakaria and Md Osman (2025) that technological adoption in educational contexts is increasingly influenced more by

professional competence and exposure than by gender-related factors. However, the result contrasts with the findings of Adeoye (2023), who suggested that gender may influence confidence levels and access to digital technologies in educational settings. The present finding therefore indicates that within the context of federal universities in South East Nigeria, both male and female English language educators demonstrate similar levels of acceptance toward the integration of artificial intelligence in teaching.

The findings relating to the second hypothesis showed that there was a significant difference in English language educators' attitudes toward artificial intelligence based on prior exposure to AI tools. Educators who had prior experience with AI tools demonstrated more positive attitudes toward their utilization in English language teaching than those without such exposure. This finding suggests that familiarity with AI technologies plays an important role in shaping educators' perceptions and willingness to adopt digital innovations in teaching. The result agrees with the findings of Jang, Ko, Shin, and Han (2021) and Davidovitch and Yavich (2021), who reported that prior experience with technology significantly influences users' attitudes and acceptance of digital innovations. The finding also aligns with the Technology Acceptance Model developed by Davis (1989), which emphasizes that perceived ease of use and familiarity with a technology contribute to positive attitudes toward its adoption. This implies that increasing educators' exposure to AI tools through professional development initiatives may significantly enhance their readiness to integrate AI into English language teaching practices.

Conclusion

The study revealed that English language educators in federal universities in South East Nigeria generally hold positive attitudes toward the use of artificial intelligence in English Language Teaching. Educators recognized AI's potential to enhance teaching effectiveness, improve instructional materials, support innovative strategies, and increase student engagement. However, concerns regarding ethical issues, academic integrity, limited institutional support, and insufficient professional training were noted. The study also found that prior exposure to AI tools significantly influenced attitudes, while gender had no significant effect. Overall, the findings suggest that while educators are open to integrating AI into ELT, sustainable adoption depends on targeted professional development, institutional support, and policies guiding ethical and effective AI use. Policymakers should therefore establish clear guidelines and provide structured training programs, while institutions can implement mentorship, workshops, and access to AI resources to ensure educators are both competent and confident in integrating AI tools effectively into their teaching.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Federal universities should provide targeted professional development programs to equip English language educators with the skills and knowledge necessary for effective AI integration in teaching.
2. Institutions should establish policies and guidelines to address ethical concerns and ensure academic integrity when using AI tools in English Language Teaching.
3. Universities should enhance institutional support, including technical assistance and access to AI resources, to facilitate seamless adoption of AI in teaching practices.
4. English language educators should be encouraged to gain practical exposure to AI tools, as prior experience was shown to positively influence attitudes and readiness for adoption.

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